Alan Evans and Islington Green pupils, getting on their bikes

## Man with a bike

One man who is prepared to get on his bike and get another job sometime in the next couple of years is Alan Evans, head of the NUT's education department.

He is one of the people who hopes to stand for Parliament under Alliance colours. He is already SDP candidate for a ward of Camden Council and has been interviewed by the panel that is drawing up a list of approved parliamentary candidates when the carve-up with the Liberals has been settled.

He has also recently become part of the party's education panel (other members are Walter Perry, late of the OU, Bill Taylor of the London Institute of Education, and Anne Sofer, winner of the famous local SDP victory in Camden and possibly another parliamentary candidate).

Evans is an old political hand. He's now been at the NUT for 12 years – starting in the Gould old days when it was easier to align the NUT's strictly trade union activities with its potential as an educational think tank.

He has also been a Camden Councillor (for Labour). As chairman of the staff committee, he had a reputation for toughness in holding down staffing and spending. Some Tory councillors would say the reputation is belied by the facts.

But there is agreement that he was a good chairman of the Camden Labour group – getting both good discussions and fairly speedy decisions. (That, again, was in the old days of the early 1970s, before the rise and rise of Camden's Ken Livingstone.)

It is difficult to assess his influence at the NUT. Even when it comes to education matters, such as the NUT line on the Schools Council, the education department thinkers take a back seat to NUT barons like Jack Chambers. The old classroom hands do not give much ground to the backroom boys. But Evans is a persuasive and eloquent speaker, full of soft Welsh fluency but usually concise and to the point. If the NUT has become less defensive about issues like parent involvement and governors' powers, some of the credit is his.

In his spare time he is a keen bicyclist. Two summers ago he took in hand a bunch of Islington Green pupils and trained them for a tough and successful American bicycling trip.

His latest plan has been to take a multi-ethnic bunch of English pupils Down Under to bike the length of New Zealand, then across Australia to September's Commonwealth Games in Brisbane. The Commonwealth Institute have backed the project, but so far they have not raised enough cash, or big enough concessions from airlines, to speed the cyclists on their way.

## ¿ Sobre la luna?

Is the World Cup going to provide a new boost for foreign language teaching? The North Oxfordshire Tech department of community studies and adult education thinks it might.

They are laying on an evening class at Banbury school called "Spanish for the World Cup". Besides the usual tourist lingo about what time the bus leaves and another plot, *por favor*, football fans will also be able to learn Spanish for key phrases such as "Over the moon" and "Sick as a parrot".

## Cuts lottery

Former croupiers, bunny girls, and other employees of the Playboy gambling group may have new careers waiting for them in the universities – if an idea being explored by Bristol University catches on.

Since last October, two working parties at the university have been sifting through dozens of suggestions for saving money and earning extra income. As well as old favourites like turning off the lights (a 10 per cent cut in electricity use would save £65,000), with admirable academic open-mindedness they have been willing to consider more unorthodox solutions.

Among these is a suggestion that the university run a lottery. It would be carefully controlled – and be strictly for members of the university only. There would be no legal difficulties, apparently, and – at least – £10,000 a year could be gained after prizes had been deducted.

But why stop there? Student unions have always made enviable profits from their fruit machines and space invaders. So why not embrace the gambling principle properly? With the aid of university statistic clans, mechanical engineers and sharp law lecturers, it should be easy enough for universities to open their own casinos, guaranteed to pay all but the tiniest ambunts to the mafiosi of the university finance committee.

On the whole many of the proposals have a strong do-it-yourself flavour. Legal advice to be provided by the law department; graduation photographs to be taken and sold by university photographers; exam papers to be printed by the printing office.

Sadly one victim of the exercise could be the schools liaison service, which costs £18,000 a year, but which, they say, "has very little effect on applications from local schools."

*"Here's another applicant for the maths post who puts Daily Mail casino winner ainong his qualifications.*

## Break

## Papal levy

If Warwickshire overshoots its Heseltine spending targets next year they have a very eminent scapegoat to hand – the Pope.

His Holiness is visiting Baginton airport in Warwickshire on Whit Sunday. Hundreds of thousands of people are likely to turn up, and the security needed will cost at least half a million pounds. Half the cost will be met by the Home Office – but that still leaves £250,000, or possibly more, for Warwickshire to find.

Labour councillors have been complaining that this will mean that spending on other services, such as education, will be held down even further. The county has appealed to the Association of County Councils for help. The ACC replied, in effect, that it was tough cheese and all the luck of the draw.

The county treasurer, John Hunt, says the cash will probably be found from the reserves, and that there will be no cuts imposed to meet the cost. But Warwickshire will undoubtedly have a quarter of a million pounds less to spend on other things.

What makes them all particularly cross is that although Baginton is technically in Warwickshire, it is Coventry's airport. Everyone is talking about the Pope's visit to Coventry. So while the city gets the glory, the county will have to pick up the bill.

## Altar warm up

Meanwhile, the Catholic schools in the Midlands are busy creating an elaborate 90 minute pageant to warm up the hundreds of thousands at the airfield before the Pope arrives.

There will be 12 episodes, running from St Augustine landing in Canterbury (English Martyrs primary, Rugby) to the bombing of Coventry Cathedral and the dawn of ecumenicalism (that one appropriately done by a C of E school, the Bluecoats in Coventry) and the modern multi-coloured world (Cardinal Newman school, Coventry.)

Schools taking part come from as far afield as Runcorn and Banbury, Derby and Wolverhampton. The pageant will start at 7.30 am, and take place on three different levels of the enormous altar, 150 feet across and 16 feet high, being built for the occasion.

Aristides

# Personal column

## Modern myths

Ted Wragg

Have you noticed how there are one or two areas of education where the appropriate response is heavily conditioned? Take the important field of school to work, for example. The scenario goes something like this. Schools have neglected the world of work. (Nod nod). Careers advice has been poor. (Hear hear). No discipline, cane them all, never did me any harm. (Twitch twitch). Pupils leaving school are just not what they used to be in my day. (Spot on squire, another gin and tonic for that man).

It has become an issue which people in education approach with bowed head. I have been to my share of conferences and meetings where, with others, I have skulked around feeling guilty, like Kafka's hero in *The Trial*, for a crime no one will tell me about, and which, so far as I know, I did not even commit. I remind myself of a much persecuted boy I once taught whose sole misfortune was to have the sort of expression on his face, poor devil, that every teacher wanted to wipe off. So heads high, everybody, and ready for the counter-attack.

First of all it must be conceded that careers advice for many years has been poor in several schools, and there is some truth in the view that teachers cannot have had personal knowledge of many of the jobs their pupils will enter. On the other hand I have not had any personal knowledge of the dark side of the moon, but if I had to teach about it I would capitalize on information from those who had. Nor does lack of first-hand personal knowledge of schools prevent industrialists from being critical of them.

Myth number one is usually expressed like this: "When I were a lad, we left school knowing all us tables, could spell every word in t' dictionary and knew every cape and bay from Scarborough to Barnstaple." That kind of knowledge, of course, has made Britain the industrial giant it is today, but in any case such criticism is not making fair comparisons.

The little wizards of yesteryear who left education at 13 because they had completed all the requirements the rudimentary education system demanded, would today be staying at school collecting a fistful of GCE passes and probably moving on to such higher or further education as the Government does not shut down. Most of the objective evidence shows steadily rising standards, not only in basic skills such as reading, and the Cockcroft report confirmed recently that standards were not falling in mathematics, but in A level, O level and CSE exams pupils are achieving more success. From 1965 to 1975 the number of pupils with two A levels or better went up from 10 per cent to 12 per cent of the age group, the numbers obtaining one to four O levels from 15 per cent to 25 per cent, and this year not far off 90 per cent will leave school with at least one graded O level or CSE.

Myth number two has it that the industrialist inhabits a place called *the real world*, while the rest of us are presumably in the land of the hobgoblins. This usually comes from someone with an X registration Rover 3500 provided by his company, a drinks cabinet full of free booze, a spacious office awash with secretaries or unneeded temps, and a bunch of cronies all in the same Rotary Club. What I find hard to stomach is when the gibe is thrown at teachers who deal with rich and poor pupils, including some with parents who have beaten them up the night before.

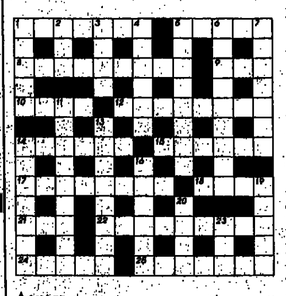
The final myth, however, is that industrialists are the efficient wealth makers and educators inefficient parasites. As the possessor of a car that broke down after 5,000 miles and needed a new gearbox after 6,000, all I can say is that for schools to compete with that level of incompetence pupils would have to leave with a head and a couple of limbs missing. At the rate of government subsidy some industries squander, the term "wealth-maker" is as appropriate as calling Hermann Goering a conservationist.

So far as the parasitic bit is concerned, it should be remembered that if, one day, some 30-year-old ICI chemist finds a cheap replacement for fossil fuels, he or she will have been the recipient of about 15 years of education. Schools were metric while much of industry stayed imperial, and most are now beginning to teach pupils to use micro-computers which many businesses will be scared to install. In addition some bosses preserved paternalism and discordant employer-employee relationships, in sharp contrast with the emphasis on pastoral care and respect for the individual that characterizes teacher-pupil relations in the better of our schools.

Let us not end on a sour note, however. I invite all business folk to find out for themselves. Get on your bike, if you'll pardon the expression, and look for some good schools. Your bike will probably break down along the way, but most pupils have become dab hands at repairing the wretched things.

## TES Crossword No. 38

by Rufus



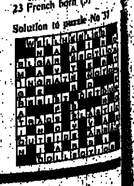
**Across**

1 and 25 across: Famous Victorian maker of children's cakes (7,7)
5 He won't play a principal part (5)
8 Interjection by an officer finishes the game on board (9)
9 Travel to a port in India (5)
10 Isle of Wight shortly a State of America? (4)
12 Turn round and eject a sailor (3,5)
14 Keep going, like a parasite (4,2)
15 Sher awkwardly round a difficult problem (6)
17 Looking amazed (4-4)
18 A mother and father figure (4)
21 Old Priest supplies non-Roman Catholic rolls (3)
22 He has the skill and possibly the need to be encouraged (9)
24 It's to be sent on a rifle (5)
25 see 1 across.

**Down**

1 Naturally they race afterward points (5)
2 One in seven (5)
3 Mere colour (6)
4 Such a problem in seed is often synthetically processed (6)
6 Means a woman better versed and college gears (8)
6 Absorbed in logic room (5)
7 Agricultural vehicle, as much-cattle going, and (7)
11 Umpire what to do as mid distracted? (8)
13 Men shudder how wan get to doffed (8)
14 Sound finishing work? (7)
16 A trying delay (6)
19 Perhaps some go round a number of years (5)
20 Ring starts anti-clockwise movement of the car (5)
23 French born (3)

Solution to puzzle No 37



## Next week

**Schools without sixth forms**

Sir Keith Joseph wants to keep sixth forms in schools of "proven worth" but many LEAs are turning to sixth form and tertiary colleges as numbers drop. What about the 11 to 16 schools left behind?

*TES* reporters have visited 11 to 16 schools all over the country to check on the facts and the fears. Eric Briault analyses the issues.

**Books:** Dame Margaret Miles on a biography of Ellen Wilkinson; Rani Dutt on the educational importance of the Festival of India; special reviews of books about the Third World.

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Liverpool teachers threaten to take action as cooling off period runs out

# Extra staff ready for Toxteth reopening

by Sarah Bayliss and Richard Garner

Liverpool teachers are threatening industrial action over the lack of experienced teachers in tough city primary schools – cited this week as one of the main reasons for the total breakdown of a Toxteth school.

St Saviour's Church of England Primary School remained closed yesterday and today to "cool off" after a week of turmoil when children vandalised part of the building and frightened staff said they would not turn up for work.

Extra teachers were drafted in last week and at least two additional staff will be on duty when the school reopens after the extended half-term break on Monday.

The result of a National Union of Teachers ballot on whether teachers should refuse to cover for absent colleagues will be known early next week.

The teachers have been worried for a long time about the lack of supply cover and staffing policies which have led to the schools being unable to appoint senior teachers.

Mr Jim Ferguson, secretary of the local NUT association, said there had been a "major cutback" in promotional points which meant that teachers who had built up experience had to leave the area to get scale three appointments because there were no higher scale posts available.

Trouble at St Saviour's became public last Wednesday when a fire was started in a classroom by a group of 10-year-olds.

That night the staff, two men and six women, some of whom wept openly, told the governors that in the past 10 days the head teacher's car and others had been covered with rotting food from the dustbins. Tar had been daubed on one car. Windows were smashed and fire extinguishers turned on teachers.

Mr Leonard Tyrer, chairman of the school governors, said the staff were extremely nervous. "They had got to the end of their tether," he said. "Suddenly everything got out of hand and they just couldn't cope any more." One teacher had been sick with fear several times.

This week workmen replaced meshed windows and repaired ceilings damaged by children aged between nine and 11.

Mr Michael Storey, Liberal chairman of Liverpool education committee, said he wanted a "hard core" of lawless children excluded from the school. However, no decision would be taken until after a meeting between parents, governors, officers and staff on Monday night.

Parents interviewed on Granada television claimed their children had been bullied and that a group of 10-year-olds had taken money from them.

At a meeting with the chief inspector of schools yesterday a decision was expected to close off some classrooms in the modern but half-empty school. Parts of the playing field would be fenced so children were less free to roam about during breaks.

Mr Colin McLoughlin, aged 54, the head teacher, has asked the education authority for early retirement from the job he has held since the school opened in 1973.

Mrs Pauline Keyhoe, president of the Liverpool National Association of Schoolmasters/Union of Women Teachers, to which Mr McLoughlin belongs, said inner city teachers were under stress. She added: "I am sure there are teachers steeling themselves for Monday."

Full reports, page 3

Damage to ceiling tiles at St Saviours school

## Useful arts

The arts are a vital part of a useful education, not just "all right for those who like that sort of thing," Sir Roy Shaw, secretary-general of the Arts Council, said this week.

Years ago a working class parent sent to school a note written on a blue sugar bag. It read: 'Don't teach my boy poitry he's going to be a grocer.'"

While most people smiled at this, it reflected a view held by some practical educators.

Sir Roy told the annual meeting of the Association of Colleges for Further and Higher Education: "I know of one college of further education with an engineering bias where, on a prime board in the entrance hall, art prizes are listed under 'women's sections'."

## Sir Keith riles Croydon

There were strong protests in Croydon this week at the Education Secretary's rejection of the borough's secondary reorganization plan.

Widespread condemnation of Sir Keith Joseph's decision came from teacher groups and the local authority. Many saw it simply as a prejudiced rejection of tertiary eduction.

Tory-controlled Croydon had wanted to replace its complex mix of 11-14, 14-18 and 11-16 schools with a system of 17 11-16 schools feeding into a five-centre tertiary college. Each college centre would have been semi-autonomous, and seven secondary schools would have closed.

This scheme went to the Education Secretary last August and was turned down last week on the grounds that there were too many small 11-16 schools, and that the multi-centre tertiary college was "a novel and untried arrangement" which did not have "significant advantages over the present arrangements for sixth form education".

Mr Donald Naismith, Croydon's chief education officer, said these were "pretexts, not reasons" for turning down the plan. Only four of the 11-16 schools would have had fewer than six forms of entry and all but one of these could have been extended to six forms of entry later.

It was "nonsense" to pretend the tertiary college scheme presented insurmountable management problems.

Mr Derek Loughborough, chairman of the education committee, said he was "very, very angry", and added: "I think it is quite wrong that the Minister should impose his personal views on reorganization schemes like this." The Labour group leader, Mr Trevor Laffin, said: "If Sir Keith is trying to reflect parental views he's not doing a very good job."

The National Union of Teachers, the National Association of Teachers in Further and Higher Education and the National Association of Head Teachers all condemned the decision.

Three months ago Sir Keith turned down Labour-controlled Manchester's plan for a sixth form college system because he wanted the city to preserve three schools with large, thriving sixth forms.

In Sheffield, which is in the early stages of planning a tertiary system, the education chairman, Mr Peter Horton, said the Education Secretary's "extreme, right-wing dogmatic decision bears no relation to education needs whatsoever". Sheffield would carry on with its plans. A Birmingham sixth form college plan is with the Department of Education and Science, but has not yet gone to Sir Keith for a decision.

Meanwhile, Mr Nicholas Edwards, the Secretary of State for Wales, last week approved a West Glamorgan tertiary college scheme for Neath.

● Dorset local education authority is waiting with growing apprehension for a decision on its reorganization for Weymouth and Poole. The plan, which would replace an existing selective system with 11-16 schools and a tertiary college, was submitted before the law was changed. Since the new Act, only contested schemes require approval. The Weymouth scheme has no objections but Sir Keith could still reject it under his former powers.

## Anger over schools bid

by David Lister

A bid by Sainsbury's to buy two thriving primary schools in a London borough has outraged local teachers.

The schools have 400 pupils and are not involved in any closure or merger plans. It is understood that Sainsbury's have offered £250,000 for Parkhurst and Down Lane schools in Tottenham, Haringey, so that they can build a car park to service a store they hope to build on an adjacent site.

Council leaders are considering the bid. The leader of the Labour-controlled Haringey council, Mr Robin Young, said that while their duty to regenerate the area, the council must consider the bid in detail.

But Mr Tony Brockman, secretary of Haringey National Union of Teachers, said this week that the NUT "absolutely rejected any attempt to subordinate educational provision to the needs of big business."

Mr Tony Lenney, Haringey chief education officer, told *The TES* that the schools, an infant and junior on the same site, were popular and well subscribed. He said he was preparing a document about the educational implications, and the matter had not been discussed at any education committee. It would be highly unusual for thriving schools to be sold in this way and the pupils transferred to other schools.

He added: "If the NUT think I'm going to say 'by all means take these schools away' then they have got a very jaundiced view of officers."

## This Week

Schools without sixth forms – the fears and the facts
*TES* reporters visit 11–16 schools to find out what happens when sixth formers are taken away into sixth form or tertiary colleges, or absorbed into mushrooms. Eric Briault analyses the issues involved.
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# Croydon joins Manchester in baulk

How much magic is there in a sixth form? This is the question Sir Keith Joseph has raised with the draft circular he sent out after his Manchester decision. This is the question, too, which *TES* reporters have been asking in relation to the five-page feature on "Schools without Sixth Forms" which appears on pages 17–21. It is also highly relevant to Sir Keith's decision this week (page 1) to turn down Croydon's tertiary scheme.

The argument about forms of two-tier secondary/tertiary organization turns on a number of points. A break at 16 separates the sixth form work from that of the junior forms which lead up to it. One set of questions concerns the effect of a break at 16 on the young people who go on to sixth form or tertiary colleges. Are two-year sixth form colleges viable as social institutions? If the work is to be concentrated in tertiary colleges, will the sixth form group benefit or suffer by working alongside those on day release?

A second set of questions concerns the 11–16 or 12–16 schools left behind when sixth forms are sliced off. What happens to them? To their curriculum coverage? To their ability to recruit and retain good staff? To the quality of the intellectual and social life of both pupils and staff? To the career structures of the teachers who work in them?

There are, of course, no universal answers to these questions. Most of the reports from sixth form and tertiary colleges seem to be favourable. Provided they are of a reasonable size, they are well-placed to provide efficient teaching in groups of a reasonable size, in a manner which is likely to give satisfaction both to the teaching staff and to the students. In so far as anybody can answer the inevitable question about examination results, there seems no reason to believe they are less successful than successful sixth forms in schools of notoriously proven worth.

Most of the doubts, however, are concentrated on the 11–16 schools, their staffing and curriculum. And here the key factor seems to be size: to provide an adequate level of staffing and recruit enough well qualified subject specialists, it is desirable to have high schools of 900 or more. If the size shrinks to four or five forms of entry, viability is more dubious. No doubt the minimum viable size could be reduced somewhat by changes in an authority's staffing policy, or by an overdue revision of the Burnham points system, but the question of size is bound to remain of the first importance, along with those relating to career prospects and to the potentially unsatisfactory arrangements for coordinating activities in colleges and their feeder schools.

In regard to the Croydon scheme, Sir Keith has singled out the small size of some of the 11–16 schools for special criticism, as well as the administrative difficulties which he read into the plan for a tertiary college organized in five semi-autonomous centres (four of them formed by existing 14–18 schools).

Croydon obviously feel highly incensed by the Secretary of State's decision and the negation of a lengthy series of consultations which eventually produced a fairly small number of serious objections. It is not lost on anyone that Dr Boyson's political adviser is a former Croydon councillor.

Sir Keith claims to have put educational considerations before those of finance: by rejecting the scheme he leaves Croydon with 3,500 surplus places and sixth forms where now, at the peak, a quarter of all the pupils are taught in groups of five or fewer. His objection to the small size of four of the 11–16 schools is, at first sight, not unreasonable. But, given the nature of the area in North Croydon where they are located, the existing stock of buildings and sites, and the need to maintain choice between mixed and single sex schools, it may be that an ideal arrangement is not available. As usual, the question is which set of snags is the least bad. There is room to expand three of the four form-entry schools at a future date.

As to the tertiary college arrangements, Sir Keith may or may not have made the right assessment on grounds of administration. The five-centre scheme could be messy and poorly structured. Or it could, as the authority claims, be a well-considered scheme which could achieve decentralization in units of a manageable size. But the suspicion – reinforced by DES failure to offer any alternative suggestions in informal consultation – must be that unlike his colleague, the Secretary of State for Wales (see page 1), he has a doctrinaire objection to tertiary solutions.

In truth, Croydon, like many other places, must, on educational as well as financial grounds, do something to reduce the number of secondary places and teaching units. This is bound to be difficult. Consultation is time-consuming and compromise is inevitable. What comes out is bound to be less than perfect, especially if (as in Croydon) the pre-existent system leaves a lot to be desired. There is only a limited number of ways of cutting down to size: only an even more limited number of ways of doing so after going through the hoops of consultation. Sir Keith's conservatism makes him prefer the devil he knows in the Croydon mixture of 11–14, 14–18, 11–16 schools – the mushrooms and consortia and all the rest of it – to the risks which attend any attempts to put up something better instead.

By sending Tory Croydon to join Labour Manchester in the dog-house, Sir Keith has shown his quasi-judicial impartiality. But in so doing, he has done little to help the schools and the l.e.a.s to cope with falling rolls.

# Don't let a thousand Flowers bloom . . .

If ever the best was the enemy of the … and the doctrinaire pursuit of the ideal c… put a brake on the achievement of the … say, then this is the case with Fred Flow… paper on A level and the 16-19 curricu… (see page 6).

This area has now become Tom Tid… ground for every educational trendy, yet … stark fact is that while the thousand Flow… bloom those in the seats of power are … with half-baked schemes of vocational train… for the unemployed and the Black Pan… troglodytes are entrenched behind the re… parts of Joseph Town and Boysonville, dete… mined to resist any change even at 16-plus le… alone any violation of the sacred goddess of … levels.

When cutbacks are debilitating educa… and all good men need to come to the ral… the party with shot and shell for today's battl… Fred Flower's gaze is firmly fixed on a dista… future of such far-reaching revolutiona… change and such sophisticated and terrifyi… complexity that the urgently needed refor… that could bring some health back into t… system are dismissed as worthless and irrel… harmful or disregarded as unimportant. He… a medicine that could kill not cure.

Of course, our sharply divisive approach … the 16–19s, over half of whom get nothing … the way of education or training and only … third of whom are in full-time education. It … wrong and the point must be rammed hom… as must the disproportionate influence of … levels on school sixth forms (though here … would have liked 1981 figures, not those fr… 1978).

Can you, however, take a gigantic le… forward (Flower might consult the Chinese … the viability of such an exercise) into a sy… system in which everything is different?

There are practical reforms that need not … Flower's great fear – sour the pure milk of … socialism. The establishment of a double … credit transfer system which allows more … one avenue of entry into higher education … even given the real problems of refining asse… ments of comparability, is achievable within a … reasonable period. And it can win wide sup… port among the very many who are disgusted … with the continuing narrow class composition … of HE. This would be very difficult for the … vested interests to resist.

But why should this stand in the way of … broadening the sixth form curriculum (as it … indeed, happening in the "new sixth" which … Flower gives less than cursory treatment), re… ducing premature specialization and improving … the content of much that is studied today?

Why is this so awful a prospect? Flower's … answer seems to be: because it is only a half … measure and could actually entrench the exam … system by making it better. This is an extraor… dinary process of ratiocination, symptomatic of … the "revolutionaries" nourished on the cruel… ties of the new sociology. Once again it is all … or nothing.

Along with this goes some very muddled … thinking. Examinations are "statements of fail… ure", they create failure, presumably even for … those who succeed in them, as the majority of … A level candidates do. "A level may be the … best predictor currently available but it re… mains a very poor predictor – self-fulfilling." … Leaving aside all the other factors that come … into HE success (as Flower does) until we get … a better one and until some new and still … unexplained type of higher education degree … demands some utterly different type of entry … qualification, we would do well not to denu… grate the efforts of the reformers but instead … vent our spleen on the complacent vested … interests which have rejected every change for … many years in order to maintain the class-… biased HE system.

A final word must be on Flower's new … pedagogy which clearly derives little from ex… perience of schools or their pupils. I am left … unsatisfied that the 16-year-old who gets a new … deal now will get a better one from his self-… chosen curriculum and his "qualification based … on the actual competencies – specific and … generic – displayed and assessed in a variety of … situations".

After all these terrible teachers (I apologize … to Flower for introducing the nasty word) can … be as subjective, as he admits, in assessing … competencies as in marking exam papers.

**Max Morris**

# Comment

## Wanted: a full inquiry

The appalling story of St Saviour's school at Toxteth needs to be examined with the greatest care, not only by teachers, administrators, parents and politicians in Liverpool, but by schools and education authorities everywhere. Till the facts are clear, any comment must be tentative and guarded.

At this stage it is more appropriate to offer hypotheses than conclusions. One hypothesis is the one trotted out to the TV cameras by Mr Michael Storey, the chairman of Liverpool education committee – that left-wing militants had whipped up feeling among these primary school children to a fever pitch of rebellion and intimidation. If this is so, it should be possible to produce some evidence; if not, this has all the appearance of the instant conspiracy theory which always surfaces on these occasions.

Another hypothesis relates to the staffing of the school. The teacher-pupil ratio was good – 1:16 – but many of the teachers were relatively inexperienced and, according to the NUT, a change in the distribution of higher scale posts had made it harder for the school to recruit and keep experienced staff. This again – like the opportunistic intervention of STOPP with reference to the caning of some offenders – does not sound like an adequate explanation for extraordinary events.

There remain all the background imponderables of an inner city area – compounded, no doubt, by any staffing difficulties and by the heightened political tensions which are present in Toxteth in the aftermath of last summer's riots and in the face of very high continuing unemployment.

Toxteth – summer 1981

It is possible to imagine a "Northern Ireland syndrome" where very young children become caught up in an atmosphere of violent excitement and ape their elders on the streets. What is much less common is for this to erupt in extreme form inside a school which hitherto has maintained some sort of order among the chaos. It does seem that the children in the top class at St Saviour's included a number of extremely difficult pupils who got out of hand to the point where law and order broke down and the fragile confidence trick on which school discipline is based gave way to disaster.

*The Lord of the Flies* has always seemed one of the most frightening modern fables and now it has been given a new twist in Liverpool 8. But how did it happen? What were the warning signals? What kind of help might have averted it? What should other schools do in similar circumstances? Those are the questions which need to be answered now to guard against any disgraceful recurrence.

# Two sparrows for a farthing?

Wadham College, Oxford, has given the enemies of Oxbridge (of whom there are plenty these days) a field day of righteous indignation. For those who like to class themselves among the excellent, even to appear to be ready to sell student places to the highest bidder is highly damaging.

To do so for a benefaction from the Far East is worse, because it allows left-wing critics to lace their disapproval with scarcely concealed racism and xenophobia. It is not enough for Caesar's wife to be chaste; she must also be seen to be chaste, especially when rich young men from Hong Kong are in the offing.

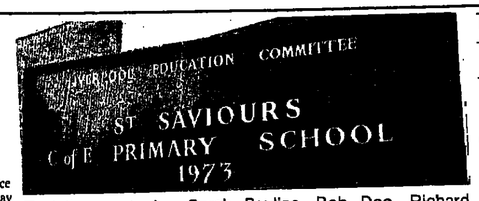
The trouble is that the best defence that Wadham's friends can come up with only makes things worse: if all that can be said is that there is nothing new in this – that all colleges from time to time bend their own rules for rugger players or plutocrats or Royalty – what's left of the integrity which alone could justify the conceit of self-ascribed excellence?

# No Comment

"Councillor Fred Long, chairman of Durham County Education Committee, said: "Personally, I agree with the use of the cane but I don't like to hear it referred to as corporal punishment – that makes it sound brutal." From *The Durham Advertiser*, January 29.



# Modern buildings and only 110 children: what went wrong?




Toxteth reports by: Sarah Bayliss, Bob Doe, Richard Garner, Bert Lodge and Sandra Hempel

The Toxteth primary school where teachers have been abused, pupils bullied and property vandalised had just 110 children on roll last week.

St Saviours was purpose-built in 1973 for four times that number of five to 11-year-olds. With seven full-time and one part-time member of staff, but one on sick leave, it has a pupil-teacher ratio of about 17 to one which compares favourably with other inner city schools.

Mr Michael Storey, deputy head of a junior school in neighbouring Knowsley, and chairman of Liverpool's education committee, claims the school's resources and facilities are more generous than most. It has modern buildings and a gym.

He agreed that there had been a turnover of staff last year when long-standing teachers were promoted, but said the new teachers were well qualified. "Resources are not a problem there. Nor is it a William Tyndale-type school, with children being allowed to do what they like". In the search for causes Mr Storey has drawn attention to propaganda.

Mr Storey claimed that children, when disciplined, accused staff of being racist, and threatened to report them to the Charles Wootton Centre, headquarters of a defence committee for those arrested during the Toxteth riots. Sixty per cent of pupils at the school are non-white.

Mr Leonard Tyrer, a governor at St Saviours for more than five years and the newly-elected chairman, confirmed that teachers were frightened of some parents.

Mr Tyrer claimed some families had moved out in the wake of last summer's riots. "What we are more worried about is that parents of nice children are going to take them away now. Another problem is that we have too few children and too much space. They can hide themselves away."

Outsiders who know the school described it as dull, but rigidly disciplined – no different to a dozen other Liverpool schools.

One primary teacher who visited it and several other Liverpool primaries regularly before last year's riots commented that, like many of these schools, St Saviours seemed obsessed with the difficult home backgrounds of many of their pupils rather than with the children's potential. They saw "bashing the basics" as the only solution.

Little attempt had been made to introduce a multicultural curriculum up to that point though more than half the pupils are black.

Canon O. J. Yandell, the Church of England Diocesan Director of Education said: "It wasn't very cleverly designed. Anybody who has done playground duty knows not to design a great many corners where the wicked can lurk."

Apart from a discussion with the advisers about capitation allowances, and a request from the governors to the authority to be allowed to use surplus space in the school for youth club, probation and other community activities, the rapid deterioration at St Saviours seems to have come like a bolt out of the blue for the authority.

The authority is holding an inspection and inquiry into the breakdown at St Saviours.

## Descent into chaos . . .

St Saviours School disintegrated into a state of chaos that many are saying is unprecedented in any school. The education authority has not yet established exactly what happened.

The head is on sick leave and the teachers on holiday. But crucial events seem to have been as follows:

**Friday February 12:** the education authority received a report of an incident at the school in which a school cook told a pupil off, was allegedly called a racist by that child, who in turn claimed to have been called a "black bastard" by the cook.

**Monday 15 and Tuesday 16:** the well-publicised incidents of disruption, defiance, setting fire to books and letting off fire extinguishers began. The head is said to have tried to suspend some pupils at this stage but they either ran back into the school or were brought back to the school by parents who refused to have them at home.

**Wednesday 17:** a meeting of the staff, governors and education officers already called to discuss community work in the school was hastily diverted to discuss the breakdown. In an incident earlier that day, while the head was called away to the phone, a fire was lit in a classroom and the fire brigade called. Following that incident seven children were caned. Pupils then smashed windows. At the governors' meeting staff broke down and wept, saying they were scared to carry on.

**Thursday 18 and Friday 19:** five advisory teachers were put into the school to help restore order. They reported the school "hard going but relatively calm." This week was half term, which was extended by a two-day cooling off period. The authority now plans to put in extra teachers and set up a parent support group. A meeting of parents, governors and education officials has been called. The police were investigating if any charges should be brought against pupils and the authority was considering expulsions. The school will open on Monday.

## No sign of left-wing leaflets

Mr Michael Storey accused left-wing militants of inspiring the junior disruptors of St Saviours, but failed to produce evidence to back his claim.

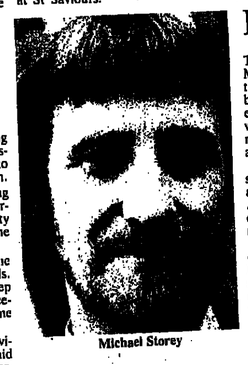
Mr Storey said "children are being deliberately used. There is a deliberate attempt to undermine authority whether it be the police or in the schools."

He claimed "lefty groups" in the city were giving out leaflets to pupils. Graffiti in the area saying "keep death off the road, burn a policeman" was designed to have the same effect.

But he could not produce any evidence of these leaflets, which he said had been pushed through letter-boxes. He was investigating reports that leaflets had been handed out at a recent disco run by the Workers' Revolutionary Party in a school.

Mr Storey made similar accusations last summer during the rioting in Toxteth. The leaflets produced then bore telephone numbers of local members of the Militant Tendency faction of the Labour Party, but appeared only after the rioting had begun. Toxteth teachers at that time discounted the idea that their pupils were being manipulated.

Asked what the authority had done since last year to improve the outlook for young people in Toxteth, Mr Storey said: "What can you do? It is very difficult for a school to switch off the ills in the community.



Michael Storey

You can't expect kids to see rioting and looting and then suddenly go into school and pretend it doesn't happen."

Mrs Margaret Simey, a Labour councillor, and a governor of Granby Street School, a primary near St Saviours and Paddington School, the local comprehensive, said: "There is a great deal of political capital being made out of accusations of outside infiltration and trouble-making.

"The problem is that the governors and local people get no communication with or support from the education department. The conditions on the council estate which feeds St Saviours and Paddington are very stressful."

## Head away ill

The school's headmaster, Mr Colin McLoughlin, was away on sick leave this week, and said to be taking a break in the Lake District. He is expected to take early retirement when he returns, although there is no pressure on him to do so from the authority.

Mr McLoughlin, has taught at the school since it opened, 31 years ago, and is a member of the National Association of Schoolmasters/Union of Women Teachers. He was appointed head in 1966.

Mr George Kavanagh, the union's executive member for the area and a Liverpool primary school head himself, said: "When this broke last Friday he wan't in need of any help so we can just keep a watching brief on the situation".

## Inquiry call

STOPP, the anti-caning pressure group, has urged Sir Keith Joseph, the Education Secretary, to conduct an inquiry into the running of St Saviours.

Mr Tom Scott, its secretary, is also writing to Mr Michael Storey, the chairman of Liverpool's education committee, urging him to take swift action over a city council decision in principle in 1980 to abolish corporal punishment in its schools.

City councillors said at the time it should first be abolished in primary schools, but Mr Scott said this week that no action on this appeared to have been taken yet.

## Where were the press that time? asks head

**The following statement was made to The TES by Mr Philip Lodge, head of Paddington Comprehensive School, Liverpool:**

It is distressing to see the media vultures descending on an inner city "incident" yet again.

Last week my school mounted an exhibition of art from 12 local junior and secondary schools in Toxteth to which press and TV were invited and which one of The Spinners opened. No reporters came!

Children learn the wrong things sometimes – because we adults give gratifying attention to mistakes. Until the media have a deliberate policy of regularly celebrating the good things done in schools, children will continue to find wrong doing their only rewarding activity.

It is not enough to say that good things are not newsworthy, unless we wish to perpetuate a society that idolises destruction. Instead, ways must be found to ensure the children stand in awe of their creative powers.

# Recruits the only ones left

**Teachers spoke this week of the need to recruit more experienced staff to Liverpool's troubled inner city primary schools.**

**Mr Jim Ferguson, branch secretary of the Liverpool Association of the National Union of Teachers, said: "The only teachers left in Toxteth primary schools are new recruits straight out of college. They need to build up experience and need more experienced teachers to draw upon. This experience is not there.**

**"We must have more promotional points in schools in order to recruit the more experienced teachers."**

**Canon O. J. Yandell, Diocesan Director of Education, added: "St Saviours is the sort of school which has had the most marvellous record of training staff for an inner city area. There will be throughout this city a number of heads and deputies trained at that school.**

**"In the past two years three men have left the staff and are now heads or deputies, and three experienced women members of staff left to have babies. So no fewer than six members of a well-established staff in an area of severe deprivation were lost.**

**"At present the deputy, appointed only 12 months ago, is off sick and nobody was drafted in to replace him, so the head had to take his class. Added to that, the second class was in the hands of a supply teacher, because they have not managed to attract the right applicant for the job.**

**"What happened last week is only the climax of things which have been unsettled for some time. Nobody has taken the trouble to come in. It's a grim area."**

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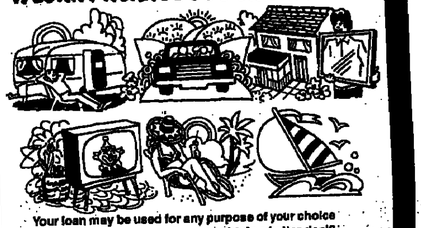

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# Platform

Morris Kaufman examines the policy for getting more trained workers by killing off the system that equips them

## Alice in training land

In recent weeks and months, discussion about the future of training, of young people in particular, has had more than an odd Alice in Wonderland quality about it – and not least in *The TES*.

At one and the same time we have solemn consideration of new deals for school-leavers, of retraining for adults, of a New Training Initiative and a brave new world, while in cold hard fact we are witnessing an unprecedented deskilling process in British industry and the collapse of our traditional system of industrial training. Somehow we contrive simultaneously to engage in cloud-cuckoo land plans to improve and expand training and to watch the disappearance of one of Britain's most valued assets, its skilled and educated work-force.

Consider the facts: the Government has launched its New Training Initiative (NTI). All sorts of new training goodies are promised. At the same time it announced its intention to destroy most of the training systems which might have delivered the results aimed at.

For its own doubtless good, but obscure reasons, the Government decided to replace the small statutory element in national training, as represented by the Industrial Training Boards by "voluntarism". It has abolished two thirds of the ITBs and is in process of emasculating the rest, in the hope that British employers will change their habits of the last couple of centuries and spend time and money on training when the continuing recession is subjecting them to quite unprecedented business and financial pressures. Civil servants are at the moment busily engaged dismantling the very mechanisms needed to deliver the training goods specified in the NTI. Cloud-cuckoo enough?

The British Engineering Industry, the construction industry and others rely heavily on good craftsmen. True, the nature of the skills required are changing, but the Engineering Industry Training Board has estimated that an annual entry of about 20,000 trainees is needed to meet the future needs of the industry. It has also recently reported that in the current training year recruits fell by about 50% as compared with the previous year, which was down on the one before. The indications are the fall will continue in the coming year at the same rate. The same sort of situation is reported in other industries dependent on their craftsmen. It should be remembered that properly trained craftsmen are valued in industry not only for their specific skills. They form a core of disciplined and responsible people in the workforce from which other elements such as supervisors, designers etc. are subsequently drawn. Their loss to industry presents a very serious threat to its future. But if this fall in the entry were not enough, it is compounded by the haemorrhage of young people under training who continue to be made redundant.

The same pattern is emerging across industry in the training of technicians. For example, were it not for the Technician Award Scheme sponsored by the Rubber and Plastics Processing Industry Training Board recruitment of trainees this year would be limited to about thirty for both industries. Put at its simplest employers are now saying they cannot and will not pay for the training of craftsmen and technicians.

Moving up the academic ladder, the intake of engineering students at university and polytechnics is under attack. There is a general impression about that Sir Keith Joseph and his colleagues feel that the country would suffer no great loss if courses in the humanities and social sciences were to disappear or at least be cut. The impression may well be justified, but it does not therefore follow that the training of engineers is not subject to cuts. On the countrary. Professor John Horlock, vice-chancellor of the Open University and a member of the late lamented Finniston Committee on the engineering profession, has very recently pointed out that five former colleges of advanced technology, each strongly industry-orientated to engineering sandwich courses, "are to experience major reductions in total home students numbers of 13%, 14%, 22%, 24%, and 30% respectively . . . A number of excellent initiatives have been taken over the past few years in relating engineering in the universities to industrial needs . . . However, recent decisions to cut back have damaged the morale of those responsible for these developments.

In short discussion of the new Training Initiative is not the prelude to some great leap forward. Quite the reverse. We should, if we are worried by the facts, be concerned with finding ways and means of preventing the accelerating decline of training in the U.K.

But, some will say, though all that may be true there is no denying the giant step that Mr Tebbit claims for his Youth Training Scheme. After all the Government has promised in its White Paper ". . . a new and better Youth Training Scheme should be introduced to cover all minimum age school-leavers by September 1983 . . . Unemployed school-leavers will be offered a full year's training course." The White Paper goes on to spell out the five main elements of the training programme," and explains that when the scheme is fully under way it will cost £1000m in a full year.

All this may be heralding a new dawn but then again it might not be. A cynic might feel justified in giving only two cheers when he reads, "the new scheme will build on the experience gained from the Youth Opportunities Programme." The training quality of YOP has not enjoyed universal acclaim, yet any diligent reader of YOP literature will have no difficulty in finding descriptions of current schemes in terms which are quite similar to those written in the White Paper. We must inspect the horse's teeth a little more closely, especially when the same White Paper tells us that the Government will pay £15 per week to an employer who promises to pay a young employee low wages but makes no stipulation about training. We must also feel a little worried when the Government feels so unsure about the attractiveness of its offer that it must engage in a little arm-twisting of the unemployed youngster to make him or her join or be deprived of any income.

The nub of the judgement must turn on the quality of the education/training offered. Certain criteria must be satisfied before we can describe the Youth Training Scheme as a genuine youth opportunity, rather than a scheme that will be used as a cheap alternative to genuine training or to the employment of workers at market rates. Does it set out to help young people's self-confidence? Does it give young people a practical knowledge of as wide a range of work as possible? Does each youngster work to a considered, written training programme in company? Does he or she have a supervisor who is interested, sympathetic and competent enough to ensure that the young person is participating on such an in-company training programme? Further, will the college, or non-company element of the Youth Training Scheme be satisfactory? We must surely be aware that the avisaged new influx of students into the colleges represents a completely new type of client. One who has often been ever lower in academic esteem than those often currently dismissed as "low-level students." Does the Government have in mind an enormous staff-development programme in the colleges, and the recruitment of people especially suited to this type of work? Will the necessary steps be taken to ensure that learning at work is integrated with college programmes? Is it intended to learn from the experience of UVP and to require a residential period in the course of the year's training?

These, amongst others, are tests of the seriousness of the Government's Youth Training Scheme. If it is not to be yet another "tramps" road" (as our German colleagues call it) for the "non-academic" stream it is bound to cost big money – large sums from the Government and also from employers.

The experience of a group of ITB acting in concert to provide the sort of high quality training programme described above may perhaps be significant in this context. For reasons which seem to have to do with finance it has been very difficult, though not in the event impossible, to mount a number of schemes. They have been initiated, but if our experience so far is to be a guide, they are unlikely to be followed by many more.

However, this MSC problem is not likely to be the main obstacle. It is clear that a real training may will require enthusiastic collaboration and financial contribution from employers. The White Paper acknowledges that "the full co-operation of the employers is vital." But we should we anticipate that employers will be prepared to shoulder this new burden? They are already signalling very stongly that the present costs of training are too onerous for them to sustain. Is it likely that Mr Tebbit's exhortation to employers will succeed where century-old traditions of apprentice training are collapsing for want of adequate financial support? The Unified Vocational Preparation (UVP) scheme, the analogue of the Youth Training Scheme for young people in employment, is stalling for want of employer support.

There is effectively today an almost complete ban on recruiting in most companies. That applies, of course, to young people. How is it proposed to reverse this policy to industry? What inducement, financial or otherwise, does the Government hold out to employers to spend their time, money and other resources to back its proclaimed hopes and intentions? As the White Paper says, "the cooperation of the employers is vital." And if that cooperation, on the basis of the Government plans as set out in its statement is not forthcoming, what then.

In this short piece I have been trying to establish what I think ought to constitute the main items of a realistic national training discussion. Now that "voluntarism" rules ok, how can the problems of training in industry be dealt with sensibly? Given all the good intentions of the Government, how can these intentions be translated into action in the face of the impending collapse of our traditional craft and technician training practices, what steps can be taken to set up and to finance the necessary training? How can we ensure that the proposed Youth Training System for employed and unemployed is more than a device for reducing the recorded numbers of young unemployed?

These are the urgent questions. Perhaps *the TES* can provide a platform for the search for answers which will be implemented now or by a future government.

*Dr Morris Kaufman is Chief Training Adviser of the Rubber and Plastics Processing Industry Training Board. The views he expresses in this article are personal and are not necessarily those of his Board.*

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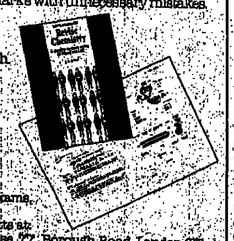

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# Principal told to release exam results to councillor

by Hilary Wilce

The principal of Harrow College of Further Education has been ordered to release GCE A level exam results to a local councillor who is seeking to prove that a lecturer at the college is incompetent.

But staff at the college have voted not to provide the information, and are taking legal advice from the lecturers' union, the National Association of Teachers in Further and Higher Education.

Mr Alec Tidmarsh, a former Labour councillor who recently defected to the Social Democratic Party, is demanding to see the college's sociology A results over a three-year period.

"I have a very good reason to believe that the principal has an incompetent teacher on his staff," Mr Tidmarsh said. He alleged that by failing to provide this information the college was shielding an ineffective lecturer.

His information was based on information from a friend who took an A level crash course some years ago, he said. There was "no way" pupils on this course could have done well in their exams. He had been seeking information for about 18 months.

A council standing order, passed in 1975, directs officers to supply councillors with information they request.

Mr Michael Johnson, Harrow's director of education, said that examination results were not confidential. The principal "was under obligation, without doubt," to provide them, and he had written to him instructing him to do so.

However the principal, Mr Michael Leech, declined to comment "while the matter is being pursued by the legal department of NATFHE".

A spokesman for NATFHE said members at the college were not providing the examination results, "not because they oppose the giving of information in general, but because they believe this matter relates to a specific individual". There were well-established academic procedures which could be followed if allegations of incompetence were levelled against members of staff.

Unlike schools, further education colleges are not required to make public exam results. Harrow faces local elections in May, and it is obviously hoped, in some quarters, that the problem could be resolved by voters failing to re-elect Mr Tidmarsh.

The lecturer at the centre of the dispute is Asian, but observers in Harrow said they did not believe Mr Tidmarsh's allegations against her were racially-based.

SDP alliance: Alec Tidmarsh cements his friendship with Shirley Williams.

# RE vote 'ignored' crime figures

by Bert Lodge

Roman Catholic schools produce more than twice as many children who end up convicted criminals as ordinary schools do, says the National Secular Society.

Condemning the recommendations on religious education made last week by the Select Committee on Education the society says they are "almost medieval in their single-minded bigotry."

The committee, chaired by Mr Christopher Price MP, voted for RE to remain obligatory on the timetable; recognized the value of church schools and recommended they continue; called for more and better RE teachers and for some guidance to be given to schools.

The NSS deplores the fact that its own oral and written evidence was rejected. It also feared that the Select Committee, "with its undue preponderance of fundamentalist MPs, both Catholic and Protestant, might insist on the retention of the religious clauses of the 1944 Education Act – but it goes far beyond that.

"It demands a much more rigorous implementation of those clauses than has been the general practice in the past three decades and recommends that secondary education be put under the 'guidance' of the churches to an extent unknown since 1870 when Gladstone himself supported secular education against what he called 'the popular imposture of undenominational instruction'."

The committee ignored evidence, says the society, that C of E and RC schools (funded almost entirely out of the public purse) are not only in themselves socially divisive and waste money but will lead to demands for similar schools for Muslims, Sikhs, Seventh-Day Adventists "and so on. This would often segregate children according to their skin colour as well as their religious background."

It also ignored evidence of another aspect of denominational education – the disproportionate output of criminals from Catholic schools which the society maintains "is nn indisputable fact".

An NSS spokesman said this claim was based on the controversial book, *The Church Now* published last October by the Roman Catholic Father Terence Tanner, who had recently retired as head of a criminal rehabilitation centre. He found that one in four convicted men came from a Catholic background.

This meant that the 11,000 RCs in the prison population of 44,000 gave nearly 7,000 more than would be expected, given the proportion of Catholics in the national population as a whole.

Mr Robert Walsh, former secretary of the Roman Catholic Social Welfare Commission, said he knew of no research which could convincingly explain this. It could no longer be attributed to the over-concentration of Catholics among the poorer sections of the community.

The NSS accuses churches, now that their attendances are low, of being anxious to infiltrate schools. "And in this the Committee backs them – although (or perhaps because) teachers are, according to the Archbishop of Canterbury's evidence, 'inclined to be hostile towards religious education'."

# Sacked teacher will appeal

**A teacher sacked after a row over corporal punishment at a Merseyside comprehensive is to take his case to the Court of Appeal.**

**Mr Alan Corkish, a 37-year-old English teacher at Litherland High School, decided to appeal after Mr Justice Comyn had dismissed his claim that his sacking was "contrary to natural justice".**

**The judge ruled after a two-day hearing that the authority and the school governors had both acted within their powers to suspend him without pay and then dismiss him.**

**Mr Corkish was given a final written warning after admitting leaking details of his school's corporal punishment record to STOPP, the anti-corporal punishment group.**

**Charges alleging unprofessional conduct and claims that he had introduced his personal politics into the classroom were then levied against him, leading to his dismissal.**

**Meanwhile, Ms Moira Dobson and Mr Roger Britton, two of the three other teachers suspended from their jobs alongside Mr Corkish, were waiting to hear of their fate this week – six months after being suspended on full pay.**

**Ms Dobson has been told she no longer faces disciplinary charges.**

## Closure backed

The closure of Bristol University's faculty of architecture and the halving of its school of education have been approved by the university's supreme decision-making body. At a meeting last Friday, the council voted by 33 votes to 14 to approve the academic plan passed by the senate three weeks ago.

## Magazine merger

The magazine *Pictorial Education*, which last week was reported as closing, is in fact being merged with the monthly *Junior Education* and the bi-monthly *Pictorial Education Special* is being merged with the new *Junior Education Special*.

# Lecturers quit pay talks in union row

by Richard Garner

College lecturers' leaders boycotted their own pay talks this week in protest over the decision by Sir Keith Joseph, the Education Secretary, to admit a smaller, rival union to membership of the Burnham committee, which negotiates pay.

The decision by NATFHE delegates to refuse to sit with Dr Tony Pointon, the newly-appointed representative of the Association of Polytechnic Lecturers, meant that he was the only union representative present when the local education authorities tabled their 2.5 per cent pay offer. He rejected it.

The local authorities said they had made the offer – which was less than the 3.4 per cent offered to teachers in primary and secondary schools last week – because fewer college lecturers were leaving the profession than the Government had estimated when it had earmarked cash for wages settlements in the rate support grant.

The offer was condemned as "contemptible" by Mr Peter Dawson, general secretary of NATFHE and leader of the teachers' panel. His union had earlier condemned the offer to teachers as an abdication of the local authorities' responsibility to the education service.

Mr Dawson was told of the offer when the minutes of the meeting with Dr Pointon were read to him after the meeting had closed. Now the secretariats of both sides will hold discussions on the way pay negotiations continue in future.

NATFHE is adamant that it will refuse to sit with APL on the grounds that both the unions and local authority associations were against admitting it to the Burnham committee.

Negotiations with primary and secondary teachers' leaders on their pay claim resume next Wednesday. Both teachers' panels are seeking increases in line with inflation, currently around 12 per cent. NATFHE is also seeking a £250 flat rate increase.

# Two reports criticize 16-plus exams in English and maths

by Bob Doe

Plans for new 16-plus exams in English and mathematics have been criticized by two reports from the University of Nottingham.

The University's School of Education says the national criteria the exam boards have suggested for all 16-plus maths exams after the merger of O level and CSE are "indefensible", and fall far short of what are needed.

"The aims and assessment objectives fail to convey a sense of the nature and purpose of mathematical education at this stage," says a report by the school's mathematics advisory unit.

The minimum common core of maths every new exam would have to cover was "indefensible on the grounds of genuine utilitarian need, feasibility of learning or mathematical coherence."

The report adds: "It is hard to see the justification for 'empty' sets', marks and pesetas or the area of a trapezium as essential material yet no mention of making a recognizable sketch of a three-dimensional object."

Material in this basic core category should be beyond dispute. The board's proposals for assessments not only failed to give a lead towards better examining, they actually ignored present practice.

A second School of Education report was compiled by Dr Len Masterman as a result of meetings with English teachers from 60 schools in the East Midlands.

They unanimously rejected the boards' proposals for separate English language and literature exams alongside single unitary English syllabuses the teachers preferred.

The teachers felt unitary English would be regarded as a lower status generalist alternative to separate language and literature, and that English should be regarded as a "seamless robe" of reading, writing, speaking and listening abilities.

They were also unanimous in rejecting the idea that the new 16-plus should aim only at the top 60 per cent of the ability range and want coursework assessments to play a significant part in every English course.

But though they were critical of the details of the boards' proposals the report says: "English teachers in the East Midlands wish to affirm in the strongest terms their belief in the need for and the importance of a single examination in English at 16-plus."

The maths report is available from Mr D. A. Sturgess at the School of Education, University of Nottingham, University Park, Nottingham NG7 2RD.

# Dispute keeps pupils home

**Hundreds of mid-Glamorgan pupils had to be sent home this week as members of a teachers' union stayed away from school, and insisted on their right to a half-term holiday.**

**However, education officials said that about half the membership of the National Association of Schoolmasters / Union of Women Teachers in the county, ignored their union's plea to stay away from school.**

**The dispute arose after the education authority had ordered schools to remain open for four of the five days of the half-term to try to make up for time lost during the heavy snowfalls earlier this year.**

**Mr W. Alwyn Jones, Director of Education, said that about 10 per cent of the county's 7,000 teachers had failed to turn up this week, and that, while all schools were open, pupils were being excluded from lessons. Priority was being given to teaching O and A level courses.**

**Mr Fred Smithies, deputy general secretary of the NAS/UWT, who addressed a rally of members on Monday, said: "I understand many pupils have been told to stay at home for the rest of the week."**

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MACMILLAN EDUCATION

# Labour is poised to back call for radical sixth form change

by Biddy Passmore

A call for radical changes in the sixth form curriculum is made in a discussion paper published this week by the Socialist Education Association, which is affiliated to the Labour Party.

The SEA is confident that its proposals will become official party policy, and they are likely to be debated at this year's Party conference.

The paper, written by Mr Fred Flower, former principal of Kingsway College, London, contains harsh criticism of the basis, content and effect of A levels. It proposes that they and other academic examinations should be incorporated into a system of assessment in which profiles covering the pupil's competence over a wide range of curricular activity would be the major element.

Unless A levels are reformed, it says, the Labour aim of comprehensive tertiary and higher education systems cannot be achieved.

Mr Flower criticizes A level for four reasons. First, he says, it is too narrow in scope to be a sound preparation for higher education, and its narrowness is not compensated for by its predictive capacity.

Secondly, it is too specialized to be effective as a school-leaving examination for most young people in full-time education, and largely irrelevant to the interests of those 16 to 19-year-olds not now in education.

Thirdly, because it is used as an instrument of selection for higher education, professional entrance or employment, it has a distorting effect on the curriculum as a whole.

Finally, because of its public prestige and influence on a school's reputation, it exercises a negative effect on the structure and organization of schools, forcing non-assessed areas of the curriculum to take second place.

The paper casts severe doubt on the effectiveness of simply changing the A level syllabus or increasing its range. A development along the lines of the German *Abitur*, the International Baccalaureate or N and F levels might broaden the required field of study but would also produce a tougher examination hurdle, it points out. This would be a sharper instrument for selecting a minority to form an academic elite, but is unlikely to enhance the general education of others.

For those leaving school at 18 to enter employment, a change in course content to introduce "applied" or "vocational" aspects is also likely to prove inadequate, it argues. And the attempt to run parallel courses – generally at a lower standard – such as TEC and BEC, the new I level and the CEE experiment, simply set up a pecking order of courses. This is "open to attack on the same grounds as streaming within the comprehensive school", says Mr Flower.

Instead, he proposes a modular curriculum with a wide range of choice which would enable students to develop competences – such as the ability to tackle new tasks – rather than simply obtain qualifications. These would be assessed in a variety of ways including examinations, and reflected in a "competency profile". Credits could be accumulated at the student's own pace.

A modest alternative to this proposal would be the development of a series of broad alternative pathways leading towards higher education. These might have considerable overlaps and look towards different vocational goals in the immediate future of each pupil, but in the longer run open up alternative forms of access to higher education.

If either course were adopted, he suggests, other innovations could follow. Competency profiling could be supplemented by an Educational Testing Service available to candidates or institutions, similar to that which exists in the United States; students could spend an exploratory year in an FE college or other tertiary institution before entering higher education; and more flexible degree courses could follow, perhaps with a preliminary orientation year in the higher education institution.

*"GCE 'A' levels and the 16 to 19 curriculum"*, available from the Socialist Educational Association, 49 Abrahams Point, Radland Road, London E.16 price 40p.

● The SEA also this week published a *Handbook for Labour Governors*. Available from the SEA at 50p it advises governors, among other things, not to be monopolized by the head teacher.

Our World . . . St Joseph's High School Newport have this week been holding an exhibition aimed to promote an understanding of world development. Highlight of the exhibition is a life-size model of a Rondavel, a South African tribal dwelling. Councillor Keith Griffiths, Gwent County Council chairman, is seen milling grain with two of the school's pupils.

## Left out by mistake

A recommendation proposing the introduction of a special certificate of achievement for pupils passing five or more O levels (at least three of them at grade A) was omitted by mistake from last week's report by the Commons Select Committee on Education. Mr Christopher Price, committee's chairman, said this week it would be circulated separately.

The proposal – a much more restricted form of the old School Certificate – is believed to be the brainchild of Mr Harry Greenway, Tory MP for Ealing.

Reaction to the report, which makes has 65 recommendations, has been muted but generally positive. The National Association of Head Teachers (NAHT) welcomed the recommendations on the curriculum and examinations, especially the support for the common 16-plus, profiles and a multi-ethnic curriculum.

However, the 21,000-strong association expressed its concern that the committee had gone "way beyond its remit" and made recommendations on subjects like premature retirement and conditions of service.

The Secondary Heads Association (SHA) welcomed the committee placing of responsibility for the curriculum squarely on head, staff and governors. Unlike the NAHT, it praised the recommendations on redeployment and early retirement.

Mr John Mann, secretary of the Schools Council, said it was "wrapping" to find among so much good sense the committee proposing a new quango masquerading under the title of Centre Advisory Council.

Politics put first says Manchester CEO

# Challenge to Sir Keith over circular on 16-plus

by Hilary Wilce

The validity of a recent draft directive sent out by the Education Secretary was questioned by Manchester's chief education officer last week.

Speaking in London, Mr Dudley Fiske queried the status of a recent draft circular sent out by Sir Keith Joseph. This directs local authorities to seek to retain schools of proven worth when reorganizing secondary provision.

He pointed out that the ruling in the 1976 Tameside case – in which the local authority took the Education Secretary to the High Court for seeking to impose comprehensive reorganization on it against its wishes – was that a local authority is entitled to have a policy which the Secretary of State is not entitled to overturn merely because he disagrees with it.

Yet in the recent draft circular, Sir Keith "appears to set out in advance of having proposals before him certain policies that he will apply in considering them".

Are the policies of a local authority "to be ruled out because they are contrary to the policies of the Secretary of State? I don't know," Mr Fiske said.

The Education Secretary had put political advice before professional educational advice in turning down Manchester's sixth form college plan, he suggested: "After all, his subsequent explanation of his decision – Sir Keith has himself quoted as justification what was said in the Conservative Party manifesto of 1979."

The city education committee's resolution that a single section 12 notice be published to cover all school closures involved in the reorganization plan had been closely studied by lawyers. It was possible that someone might bring a legal case to clarify the law in this vague area, he said.

Meanwhile some chief education officers had come to the conclusion that public meetings were not the best way to explain reorganization plans and seek reactions. "They may positively encourage objections."

Mr Fiske masked his exasperation at the recent delays in Manchester's attempt to reorganize its post-16 provision behind an historical look at secondary reorganizations in the city.

The pace of change was speeding up, he concluded, and central government's influence had grown. Party politics had always played an important role, but in the current attempt to reorganize the connexions were between local opposition groups and the party in power in Westminster.

However the exasperation showed through in scathing remarks about the Manchester parents' opposition group, GREEM, and about the role of teacher organizations, whose amount of significant influence, he said, appeared "slight".

Asked what would happen if Manchester's revised tertiary plan, now awaiting Sir Keith's verdict, was turned down, he said that some of his colleagues were already conducting a sweepstake on which window the chief education officer would jump out of.

Dudley Fiske: are local policies to be ruled out?

## Council will think again

A controversial questionnaire calling on female candidates for teaching and other posts to reveal whether they are pregnant and the date of their last period has been withdrawn by Clwyd County Council.

Officials from the authority are redrafting the questionnaire and union leaders are optimistic that the new draft will be acceptable to them. They agreed at a meeting last week to withdraw clauses which had offended the teachers' unions.

After meeting the county council, Mr Gordon Donaldson, National Union of Teachers executive member for Wales and Clwyd county secretary of the NUT, said: "Our disagreement was entirely about the wording of the questionnaire which was both offensive and gave rise to anxiety. The alterations which Clwyd has agreed to make should completely satisfy our objections."

## Resignation

Mr Andrew Harris, a 29-year-old former teacher, has resigned as vice-chairman of the school's sub-committee on the Inner London Education Authority in protest at the budget decision.

The budget of £795.2m, which means nil growth in the coming year, [illegible] for left wingers on the authority and came after legal advice warned against a higher budget.

Mr Harris was a teacher at the Williams Tyndale primary school in Islington North London, until shortly before his election last May. He will retain his position as chairman of the panel which appoints head teachers.

## Industry link

Mr John Wakeham, junior industry minister, visited Malvern College last week to learn about the school's links with industry set up last year. Malvern has joined forces with a local manufacturer, Redman Heenan International, to develop its teaching about industry and commerce. A new teaching post has been created and Mr Jack Jenkins combines running a course in industrial education studies with maintaining regular links with Redman Heenan.

## Newham accepts bursary sweetener from Tate and Ly[le]

by Sarah Bayliss

A commercially-sponsored maintenance grant for academic sixth formers is being taken up by a Labour authority in East London.

Tate and Lyle Limited, the largest single employer and ratepayer in the London borough of Newham, has offered 15 scholarships worth £650 a year each to promising sixth formers taking A levels. The first grant will be paid from September.

Each scholarship will last for two or three years and will involve term payments of £200 each. There will be a book allowance of £50 each September and a single discretionary payment of up to £100 if needed for an approved project or visit.

Students will not be means-tested but will be nominated by their head teachers and finally selected by a panel of advisers. They must have gained five O levels, including mathematics and English and will have been accepted into a school sixth form to do A levels. They will have to submit 1000-word essays on their attitude towards a career in industry or commerce.

At a press conference to [launch] the scheme a company spokesman said each student would have a Tate and Lyle manager as an informal contact, and vacation work might be offered. If the student wanted a job in the firm later this would be encouraged, but it was not a condition of getting a scholarship.

Welcoming the scheme, Mr Ian Hart, Labour leader of the council, said he believed it would offer a new opportunity to young people whose family circumstances might otherwise have prevented them from staying on after 16. "It's going to create an opportunity is there which might have been denied in the past," he said.

Mr James Pailing, Newham director of education, said the unemployment rate among school leavers was running at about 40 per cent. The borough had a staying on rate of 35 to 40 per cent and about one-third of these – 450 pupils – took A levels in schools.

## Pressure on music and meals

by Richard Garner

Hereford and Worcester county council is to renew pressure on Sir Keith Joseph, the Education Secretary, for a change in the law to allow local education authorities to charge for music lessons.

And meanwhile the council has approved cuts in the education budget which will lead to abolition of 445 teaching posts and the primary schools meals service.

Parents and kitchen staff are being told they can run the service themselves. According to Mr Martin Davey, the councillor who proposed this move, one primary school reckons it can cut the cost of a meal currently 45p – by 7½p if the parents and kitchen staff carry on the service themselves.

The cuts package, agreed by the education committee on Monday and due to go before a full meeting of the county council yesterday, will save just over £4¼ million. It has been condemned by teachers' leaders as "horrifying", and will worsen the pupil/teacher ration in the county which is currently one of the highest in the shire counties.

At Monday's meeting councillors agreed to press, through the Association of County Councils, for a change in the law allowing them to charge for music tuition in schools.

Last year Mr Eric Jones, county secretary of the National Union of Teachers and a parent with two children learning music, won a ruling from a High Court judge that it was illegal to charge for tuition in schools.

This year county councillors originally planned to scrap individual tuition, but are now planning to carry on with lessons outside schools and levy a charge for them.

In addition to lobbying through the ACC, the councillors plan to enlist the support of the county's six MPs for a change in the law, and may seek a meeting with Sir Keith.

Other cuts agreed include a freeze on the county's capitation allowance at the level it was last year, the loss of 23 jobs in the administration of the education service and a reduction of in-service training for teachers.



New call on Barking budget strike

# NUT to be asked to back oil pickets

by Richard Garner

Leaders of the National Union of Teachers will be urged tomorrow to take the unprecedented move of allowing striking teachers in Barking and Dagenham to picket their schools to stop fuel and oil supplies from getting in.

In addition, the union's executive will be asked to support a motion calling on all teachers in inner and outer London to take half-day strike action on Marcy 10 – the day the Labour-controlled authority meets to consider its budget.

An indefinite strike by members of the NUT in the borough began yesterday in protest over plans to axe nearly 150 teaching posts which would worsen the pupil/teacher ratio and could mean that four of the authority's 11 secondary schools will be unable to maintain their sixth forms.

The strike will cost the union £95,000 a week from its sustentation fund of £4 million to pay teachers' wages during the period of industrial action.

Mr Chris Giles, the union's press officer in Barking and Dagenham, said the picketing would not be aimed at preventing other teachers from going to school, but at preventing supplies from getting to schools.

This week a petition signed by more than 8,000 people was presented to the council's education committee urging councillors not to go ahead with the cuts. An emergency council meeting last week decided that the authority could not accept the NUT's terms for withdrawing industrial action – i.e. maintaining the pupil/teacher ratio.

However, councillors agreed to seek a meeting with Mr Michael Heseltine, the Environment Secretary, to press for a dispensation from financial penalties which would be imposed by the Government if the teachers' request was met.

Councillors also agreed to explore the possibility of involving ACAS, the conciliation and arbitration service, to solve the dispute. They added that they would try to avoid compulsory redundancies.

## Jails 'need more cash' to teach

More money is needed for prison education, Lord Belstead, Parliamentary Under-Secretary of State at the Home Office, said in London this week.

Although the amount being spent on education in prisons was going up, in real terms the level of resources was going down.

Prison education takes about 2½ per cent of the total prisons budget, most of which goes on new buildings and staff costs.

One problem, Lord Belstead (pictured above) said, was that the prison service could never be sure how many students it would be catering for.

He was speaking at the launch of a new book on aspects of prison education, published by the National Institute of Adult Education.

*Prison Education in England and Wales, £4.75*, from the NIAE, 19B De Montfort Street, Leicester LE1 7GE.

# Benefits clampdown attacked

The Government's clampdown on part-time students claiming supplementary benefit was "mad and bad", Mr Neil Kinnock, opposition spokesman on education, said last week.

From next September, he pointed out, young people will be refused supplementary benefit if they do not take part in the new Youth Training Scheme.

"The stupid malicious irony is that this year young people will lose all of their income if they choose to take up systematic courses of education and training, but next year they will lose all their income if they do not take up these courses."

Mr Kinnock told a Newham audience that "the mixture of coercive pressure and cosmetic time-filling" which made up the Youth Training Scheme was no answer to youth unemployment.

Labour Party proposals to give every young person a right to a third stage of education were the way to answer the needs and challenges facing young people.

## Pregnancy poser

The case of a 15-year-old pregnant schoolgirl, Anne-Marie Ludlam, is being referred to child health specialists before education officials decide whether to let her leave school.

She has complained that other pupils at Edlington Comprehensive School, Doncaster, embarrass her by staring and whispering. She is to marry in March, a few days after her 16th birthday, and her baby is due in September. She would normally leave school at the end of May, up to which time the law requires her parents to ensure that she receives full-time education.

Mr Gordon Crompton, Doncaster's deputy director of education, said the authority would consider providing house tution.

## Not enough help

Teachers in Oxfordshire have carried out a survey which shows that children with special educational needs do not receive adequate help in schools because of staff shortages.

The survey was carried out by local members of the National Union of Teachers who are recommending an expansion of staffing in all areas of support services, and an increase in the number of educational psychologists in the county.

## Royal visit

The Prince of Wales is to visit Newark Technical College on May 19 to mark the Nottinghamshire college's centenary celebrations.

## Muslims get deadline for move

by Bert Lodge

The first full-time school in the country for Muslims has been given a year to vacate the terrace house it occupies in London's East End.

But the headmaster, Mr Haji Iftikhar Ahmad, said this week that until the trustees find suitable premises they will refuse to move and will not close the school.

The School of Islamics with 40 boys and girls aged from five to 16, opened in January last year in Romford Road, E15. An application for planning permission to convert the house into a school was refused by Newham borough council and the school was ordered to close.

The trustees appealed and after an inquiry held in East Ham Town Hall last month a Department of Environment inspector ruled that the house was entirely unsuitable for use as a school, but gave the trustees a year to find alternative premises.

In his report Mr Roy Perry, the inspector, acknowledges that the Muslims are sincerely trying to find more suitable premises, and that an application for the use of a former school, Upton Park, was under consideration by the Newham authorities.

But Mr Ahmad, who told the inquiry that the Saudi Arabian Government was ready to buy the school if Newham would concede it, said his application had been turned down last week by the development sub-committee.

"However, we have made it clear to everybody that unless we find a place we shall not close the school. We are getting inquiries regularly. We could have as many as another 20 pupils coming here by minibus from Hackney if we had the space."

The inquiry was told that if the school had to close many of the parents had said they would arrange for their children to be educated at home rather than allow them to return to ordinary schools.

The curriculum at the School of Islamics includes Arabic and Urdu in addition to normal subjects. Pupils remove their shoes for the whole of the school day and sit on the floor at wooden lecterns.

Newham planning authority said it did not object to the principle of a school being established in the borough for Muslim children, but the premises were residential in a residential terrace, alongside a busy main road, and neighbours had complained of noise.


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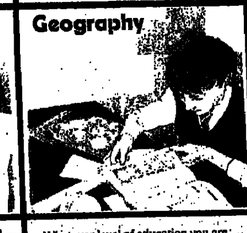

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# Sixth-form college jobs taken by chance

by Bert Lodge

More teachers took up posts in sixth-form colleges over the past two years by chance than by design, according to a survey by a sixth-form college principal.

Yet more than 70 per cent of newly-appointed staff intend their next job to be with the 16–19 age group. This is despite more movement out of sixth form colleges in the past two years to 11–18 schools than to any other kind of institution.

The survey covering movement of staff in 51 colleges out of 102 between 1979–81 was carried out by Mr Peter Watkins, principal of Price's college, Fareham, Hampshire. To the question; "*How did you come to take up your first post in a sixth form college?*", 187 replies were received. Just over 46 per cent said it happened to come up first among other applications they had made. A slightly smaller number, 45 per cent, said the sixth-form college had been a deliberate decision.

A total of 185 teachers left the colleges during the period under survey. "A suprisingly large number of staff, 53, moved to 11–18 schools," Mr Watkins says, pointing out that many would be doing no more than returning to territory they were familiar with.

Asked about senior staff movement, several principals replied, "stagnant" or "no movement". In 50 colleges only 115 external appointments at senior level, excluding principals, were made. Five colleges made no external appointment and 15 only one.

To the question: "Where would you like you next job to be?", 53 per cent said a sixth form college with a further 19 per cent opting for further education.

Some respondents commented that their postgraduate certificate of education course had made "scant reference to teaching 16–19s whether in school or in college . . . Overall the assumption was that one's career was not going to become intellectually demanding until later in life."

Asked what aspects of sixth form college life were found particularly rewarding, 47 per cent replied "absence of discipline problems." Most common reply, 74 per cent, was "contact with older students."

Most frustrating was found to be almost equally the burden of marking and "the exam orientation of much of the work", entered by 33 per cent of respondents. Next was "the short stay of students" found by 30 per cent. Only 4 per cent missed the hustle and bustle of school life.

Other criticism was made of the low motivation and casual attitude of some students on Certificate of Extended Education and O level courses. "Many students see college as a GCE factory and not as a centre for 16-19 education," says the survey.

*Aspects of staffing in sixth form colleges. Free with sae to Mr Peter Watkins, Price's College, Fareham, Hampshire.*

# Staff urged to take more interest in pupils' welfare

Teachers in Welsh comprehensives should take more interest in the welfare of their pupils, according to Her Majesty's Inspectorate.

In a new report, the Inspectors deplore the tendency of form and house tutors and class teachers to regard pastoral work as the business solely of the senior staff with designated responsibility for it.

"The quality of care for the generality of pupils is dependent upon the commitment of the teachers in the classroom," they say. "Without it, the academic and pastoral functions of the school are divorced and the educational influence of the school narrows."

The report says the role of the form or house tutor is critical. However many tutors have inadequate contacts with their pupils, especially after the third year when they stop teaching them. This is particularly unfortunate, it says, when there are no other arrangements such as extended registration periods or pastoral periods.

The Inspectors suggest that pastoral care is often inhibited by hierarchical structures that are too complex. The responsibilities of senior staff must be well-defined and not overlap unduly, they say, or there will be duplication of effort and confusion. "Where such incoherence exists, important aspects of care are neglected; staff do not know exactly what is expected of them and pupils do not know whom to consult."

They stress the importance of monitoring the progress of all pupils and not devoting a disproportionate amount of time to the minority of pupils considered at risk because of their home circumstances. The work of all pupils should be systematically examined by pastoral teachers, they suggest, so that pupils who are under-performing or whose work is deteriorating can be spotted early.

On discipline, the report says teachers should be encouraged to deal "personally and immediately" with all but the most serious breaches.

"In some schools there is an unfortunate tendency to report even minor offenders to year heads" it remarks. "Clearly this practice unnecessarily institutionalizes punishment, weakens the personal authority of the teacher and the corporate responsibility of the staff; most regrettably it promotes an image of the pastoral system as a punitive agency."

*Pastoral care in the comprehensive schools of Wales, HMI Education Issues No. 5, available free in bilingual form from the Welsh Office Education Dept., Cathays Park, Cardiff CF1 3NQ.*

## A stitch in time for the Princess

**Roger Merrett, aged 8, was deeply involved in knitting squares as his contribution to the Save the Children Fund appeal when Princess Anne, fund president, visited Soisley Church of England school, near Stroud, Glos recently.**

# Lecturers' tough line on tenure

by Biddy Passmore

The university lecturers' ... threatened this week to block ... ery stage plans to weaken ... security.

The Vice-chancellors' ... (CVCP) has written to all ... ties suggesting changes in the ... of tenure which would effectively ... tend the probation period from ... to eight years and enable universities to sack tenured staff for reasons ... redundancy or financial ... without having to pay compensation ... for breach of contract.

The changes could not affect ... present run-down of the universities ... as each would need the approval of ... the Privy Council before ... its charter and statutes. And the revised arrangements would apply only to new lecturers.

However, Mr Laurie ... general secretary of the Association ... of University Teachers, said this week that the union would reject ... proposals in each university. ... Vice-chancellors "needed to be ... examined" for throwing a ... source of conflict into the ... university scene, he added.

The AUT would rally to help ... to block any amendments to the university's charter and statutes ... required a two-thirds majority ... council in most cases. Even if the union did not succeed at that ... would oppose any change ... weakened tenure when it was ... tuted by the Privy Council.

Mr Sapper also said the ... broke the lecturers' national ... tion agreement, which ... of their pay structure. ... would be raising the bread ... their national negotiating ...

# HE cutbacks brings retr...

The principle that places ... found for all young people ... willing to benefit from higher ... tion had been "completely ... overboard" by the limits ... student numbers, Lord ... last week.

Speaking during A ... education in the House of Lords, ... denounced the Government ... University Grants Committee ... way they had implemented ... versity cuts. "The minus ... tion of limitations on ... minds me of no less than ... witnessed in the universities ... Leningrad and Moscow", he said.

It would have been much ... he continued, for the UGC to ... negotiated a global sum for ... versities with the DES ... Treasury and then cut ... tion by the same percentage ... it to the governing ... academics to sort out ...

Lord Robbins lent support ... put to the idea of loans for ... Many university graduates can ... pect to obtain higher ... those who had not been ... vileged, he said, and ... argued that, unless they had an ... obligation to repay their grants, ... non-privileged were ... privileged.

He stressed, however, that ... ary loans were not the answer ... caused repayment difficulties ... ing one sex much more than ... other and people who ... "estimable occupations" ... with them a higher income ... tion".

But these objections did not ... if the amounts advanced were ... repayable until the graduate's income ... had exceeded a certain figure. If the ... principle were adopted, ... scheme could reasonably be ... the duties of the Inland Revenue ... would not solve our present financial ... difficulties but might achieve ... considerable savings in ... time, he added.

# ILEA lifts ban on gay

The Inner London Education Authority has lifted a seven-year ban barring a homosexual teacher from taking a job in any of its schools.

The ban was imposed on Mr John Warburton after a fellow teacher at St Marylebone Church of England Girls' School had complained to the headmistress that he had left some pupils in a distressed state after discussing homosexuality with them.

The incident arose after Mr Warburton had been granted ... by the Council through Central London ... Unit, run by the Campaign for Homosexual Equality.

Mr Warburton, who had been on a temporary contract at the school and was being considered for another post at Holland Park comprehensive school, said that pupils had been taunted him at school and he had then explained his position and discussed it with them.

The complaint led to the authority demanding that he should give an undertaking never to discuss homosexuality unless it was in a completely structured lesson on sex education. He felt he could not give such an undertaking.

However, the ILEA has decided it would allow him to take up teaching in its schools again if he agreed not to initiate discussions on homosexuality and agreed to deal with any questions on the subject "as rapidly and sensibly as possible". This he has now done.

# Art schools betraying trust

by Owen Surridge

Art schools were accused last week of betraying their students and their trust to society by abandoning the teaching of traditional skills.

The charge was levelled by Peter Fuller, the art critic, in a vigorous condemnation of post-school art education during a conference arranged by the NATFHE art section in London.

Attacking those who were destroying formal training in the skills of ... [illegible] ... said: "Every kind of training is condemned ... [illegible] ... encouraged. Students' attempts to master the basic skills are openly obstructed. As evidence he cited the case of the sculpture student whose wish to learn anatomy was frustrated as his natural model-study of the human head brought only abuse.

Teachers who adopted such attitudes were betraying the aesthetic dimension in the fine arts, he said, and followers of a cult of "taste" design bent on perpetuating an industrialized culture which was beatbelle rather than real. As a consequence, practical artistic experience, once common, was now restricted to a few. "Our society is aesthetically sick", he declared. "A significant dimension of human experience is in danger. It is the destiny of the art schools to stand as an indictment of that state of affairs."

Accusing basic design teachers of being united negatively in wholesale rejection of academic methods of art education, rooted in the study and drawing of the figure and traditional ornamentation, he said: "I believe that British art education of the last quarter century has been disastrous. It has been misled by a wrong-headed attitude to children's art which claims that the intuitive and imaginative faculties of children are being repressed by culture. It also claims that the primary function of ... [illegible] ... is to ... [illegible] ... spontaneous and naive products of children are supposed to be the paradigm of human creativity."

Colin Painter, head of the School of Creative Arts at Newcastle Polytechnic, said: "Art education has failed spectacularly as is evident from its failure to convince pupils of its values.

"The conflict between art teachers and society remained and pupils' values were still influenced much more by home than school.

In an attack on teaching methods in schools Andrew Brighton, painter and art critic, said: "Leaving pupils to play with art materials in the hope that they would learn to use them properly is akin to giving children a flute or a piano and saying they will find out how to play it. Some few geniuses might eventually but most of us would remain musically illiterate. A medium does not exist alone in a raw state; it exists within a culture. To try to reduce it to its natural state is to play out a myth which robs the medium of its cultural richness. It is important to give people the weaponry to go beyond those who teach them."

The importance of art education for a society with high unemployment, was stressed by Phillip Whitehead, MP, Opposition spokesman for further and higher education. People ... [illegible] ... on their hands ... [illegible] ... creative skills to made sense of that time.

"Here is a real challenge," he said. "I would like to see provision of art education facilities for all who have fallen outside the pale of education. I very much want to see a major civilizing artistic activity included in the education and training programme for 16 to 19 year olds." In a comment about shrinking adult and part-time courses in institutions for higher education, he said the situation would get much worse over the next two years if planners had their way and he feared the worst cuts would fall on arts departments.

That was the opposite of what was needed for a society in danger of disintegration, where the different values of different classes were liable to lead to misunderstanding and confrontation. Education in the arts, he said, was the best bridge to mutual understanding. Because it encouraged people to see from others' points of view.



# Call for new attitude on unemployed

Society must change its attitude towards the unemployed and recognize they fulfil a public service, says an article in the National Union of Teachers' annual guide to careers work published today.

The claims is made by Mr Mike Scully, deputy director of the Counselling and Career Development Unit at Leeds University, who says: "Unemployment at present carries a heavy stigma, causing damage to self-esteem and an erosion of feelings of personal worth.

"We may eventually have to see the unemployed person as fulfilling a public service in not taking up a position that somebody else may benefit from – the unemployed, therefore, being worthy of a fair share of the national cake.

"If we can develop the concept of work as activity that is useful or gainful to the individual and or society; then we can see that there are always likely to be tasks needing our attention in the home and in the community even when there are not sufficient jobs.

"We will need to see more clearly that work, a job, one's income and self-esteem need not be as inextricably linked as they have been in the past."

In an editorial in the same magazine, the NUT says: "The prognosis for school-leavers is gloomy but this guide is intended to provide practical and sensible means of helping young people believe at least that they do have a future; and the National Union of Teachers will do its utmost, by constantly arguing the case for a change in government economic and educational policies, to ensure that the hoped-for future becomes a reality."

Education spending peaked at 6.3%

# Pupils up by 1 million and teachers by 150,000 in ten years from 1969

by Biddy Passmore

There were 1,000 more public sector schools, one million more pupils and 150,000 more teachers in the United Kingdom in 1979 compared with 10 years before, according to the latest volume of statistics to emerge from the DES.

The volume, *Education Statistics for the United Kingdom 1979*, reveals that education spending as a proportion of Gross National Product peaked during the oil crisis of 1973 at 6.3 per cent, and had fallen back to 5.4 per cent by 1978–79.

However, it shows a steady expansion in the system and a steady, if unspectacular, rise in schools' achievement and in women's participation in education.

In 1968–69 nearly half of those leaving school lacked any examination success. By 1978–79 this had fallen to one sixth. And the number of pupils gaining at least five O levels with grades A–C (or the various equivalents) had increased slightly from 24 to 26 per cent.

But the proportion passing at least one A level – or its Scottish equivalent – stayed about the same, at one sixth. The percentage of 19 and 20-year-olds participating in post-compulsory education also stayed disappointingly unchanged, at just under a third, although the proportion of women had increased.

Over half of all 16–18-year-olds were pursuing some form of education in 1978–79: 19 per cent in schools, 9 per cent on full-time non-advanced courses, 14 per cent on part-time non-advanced courses and 10 per cent in evening classes. Three per cent had already entered higher education.

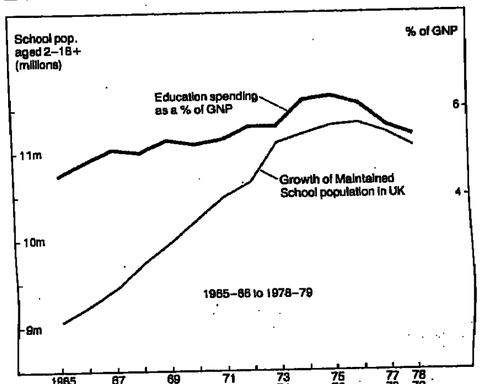
Comparisons with 10 years earlier are difficult for this age group because of the raising of the school-leaving age. For the record, however, one in four of those aged 15 to 18 in 1968–69 stayed on at school, compared with one in five in 1978–79. Once again, the difference in participation rates between the sexes has clearly narrowed.

The decade saw a big jump of 39 per cent in the number enrolled for higher education courses. Nearly 800,000 were enrolled in 1978–79, two fifths of them on part-time courses. The largest single factor in the rise was a four-fold increase in part-time university education, due mainly to the founding of the Open University in 1970–71.

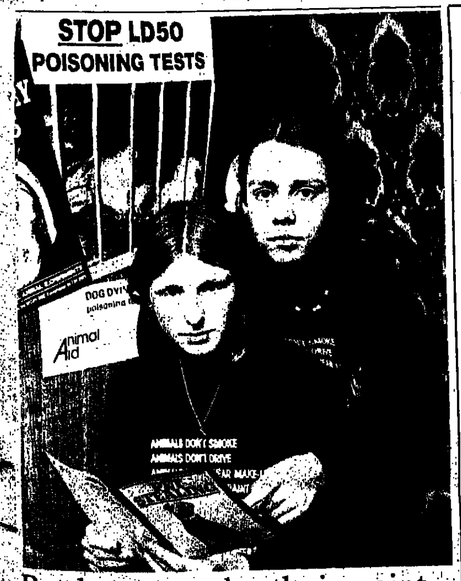
Despite a drop of half in the number of teacher training places over the decade, the rise in the participation rate was much greater for women than for men. But in 1978–79 they still accounted for only 36 per cent of the total, compared with 32 per cent ten years earlier.

In 1978–79 there were 35,545 public sector schools, including 26,850 primary and 5,585 secondary schools, in which 10,354,000 children were taught by 543,000 teachers, the report shows.

*Education Statistics for the United Kingdom 1979*, HMSO, £9.20. A summary is available in Statistical Bulletin 3/82, available from Statistics Branch, DES, Elizabeth House, York Road, London SE1 7PH.




| | Education spendings as a % of GNP | MAINTAINED School Population aged 2 to 18+: Jan. |
|---|---|---|
| 1965–66 | 4·5% | 8·43 millions |
| 66–67 | 4·8 | 8·60 |
| 67–68 | 5·1 | 8·84 |
| 68–69 | 5·0 | 9·09 |
| 69–70 | 5·3 | 9·11 |
| 70–71 | 5·2 | 9·35 |
| 71–72 | 5·3 | 9·60 |
| 72–73 | 5·6 | 9·87 |
| 73–74 | 5·6 | 10·06 |
| 74–75 | 6·2 | 10·48 |
| 75–76 | 6·3 | 10·57 |
| 76–77 | 6·1 | 10·66 |
| 77–78 | 5·6 | 10·62 |
| 78–79 | 5·4 | 10·60 |




## Pet-lovers make their point

**A Wakefield head has allowed two girls to miss part of their biology classes because of moral objections.**

**The girls, Heather Fairhurst and Debbie Marsh, both 15, (pictured above) asked to opt out of animal dissection classes, part of their O level course at Minsthorpe High School. After discussing it with them, the head teacher, Mrs Hazel Garrity, gave permission for them to do the necessary studies by using diagrams instead of practical work.**

**"They have animals of their own and feel strongly about this", Mrs Garrity said. "We respect their views. Learning to form your own opinions and expressing them is very important."**

**Mrs Garrity said that the dissection lessons, usually using rats, were only a small part of the course. Missing them would not have any noticeable effect on their work.**

**Mr Brian Gunn, general secretary of the National Anti-Vivisection Society, said he was delighted at the girls' stance. "Schools teach children to love animals and then suddenly expect them to dissect them", he said. "Many hundreds of thousands of animals are used in British schools every year. It is a shocking waste of life."**


# An interplanetary letter-could win £300!

The annual Post Office Letter Writing Competition for children and teenagers is now on and runs until 6 April 1982. It brings valuable prizes for children and their schools. And amongst the judges is TV's Dr Who.

What's more, it creates a useful project for the classroom – challenging and instructive as well as fun. Full details have been sent to all schools.

**Your first step.** Pick up this leaflet from your nearest post office – it has all the information you need.

**The subject.** A letter to someone from another planet.

**The prizes.** First prize winners in each age group receive £250 plus £300 for the winners' schools. Plus prizes for regional winners and runners-up in each age group.

**The three age groups.** a) under 9. b) 9 to 12. c) 13 to 16. (On 31 August 1982.)

The Post Office

Schools' prizes are donated by The Envelope Makers' and Manufacturing Stationers' Association in conjunction with the following member firms: Basildon Bond, Berol Ltd, Biro-Bic Ltd, Hestair Stationery Ltd, Hunt and Broadhurst Ltd, Inveresk Stationery Ltd, Platignum Ltd, Spicers Ltd, Staedtler (UK) Ltd, Waverley Cameron Ltd, Wiggins Teape (Stationery) Ltd.

NUT Secondary Schools Conference

# Union likely to reject 16-plus exam because of division factor

Teachers could be forced to reject proposals expected to be announced by Sir Keith Joseph, Education Secretary, replacing the GCE O levels and CSE examinations with a common 16-plus examination.

Leadership of the National Union of Teachers will this weekend consider a call from the union's secondary schools committee urging the union not to support any move which would perpetuate the divisions between the two examination systems.

This plea was re-emphasized at the weekend when the conference unanimously backed a motion that the union's executive should reaffirm its commitment to a single system of examination at 16 – and that control over the syllabus content, the forms of examination and awarding of grades should remain in the firm control of teachers.

Mr Harry Dowson, committee chairman, said: "It is pretty certain that if Sir Keith does make a statement, it will be one which will have a number of things that will almost certainly be perpetuating division between O level and CSE examinations.

"Those of us who have battled long think we have reached a stage where we are going to be asked to give up far too much of what we believe in and we will be forced into a situation of rejecting whatever it is that the Secretary of State puts forward."

His committee would not accept a system which perpetuated division and did not have teacher control and participation as an important element in that examination.

"After all the years of struggle, we are going to have to keep what we have got in the way of CSE examinations and try to improve upon these," he added.

The advisory committee's annual report says that members had also passed a motion that performance in a 16-plus examination should be expressed in terms of five grades, 1, 2, 3, 4 and 5 plus an unclassified category.

The motion added that grade 3 should represent the standard of performance expected from the 16-year-old of average ability which was currently represented by CSE grade 4.

# Delegates fume at union spending cuts

**Cuts in spending imposed by the National Union of Teachers because of financial difficulties were opposed by delegates.**

**The annual report of the secondary schools advisory committee revealed that members had been told they could hold only two committee meetings a year because of the union's financial situation and that the union's prestigious Secondary and Primary Education Journals could be under threat because of a lack of finance.**

**Mr Jeff Dakers, from Huddersfield, said: "How the range of work that we have can be done in just two meetings a year is quite ludicrous. A good deal more time needs to be devoted on these subjects for us to form strategies which ought to help the union."**

**Mr Tom Ellison, from South Shields, said the Secondary Education Journal was a major issue. "If you can put any pressure on anybody – namely the executive – you should do so because we cannot afford to see the demise of the Secondary Education Journal, or Primary Education Journal."**

# Film on NATO raises peace education issue

A Government information film outlining its views on disarmament and explaining NATO's defence strategy is now available free for use in schools.

The 16-minute film, "A Better Road for Peace", has been issued just as the debate on defence expenditure within the education service has increased with the National Union of Teachers voting to give disarmament top priority at its annual conference at Easter.

NUT leaders are likely to raise the issue of the Government's film with Mr Douglas Hurd, Minister of State at the Foreign and Commonwealth Office, when they meet him soon for the second time to discuss "education for peace."

The Central Office of Information, which has made the film available on request from the General Film Institute, said that it was not designed to be a propagandu exercise. It has cost £13,800 to produce.

"It is not an antifilm. It doesn't criticize the Campaign for Nuclear Disarmament," a spokesman said. "It is pro-nuclear deterrent, pro-multilateral disarmament and the reduction of arms but is intended to be part of the debate of the issues."

Douglas Hurd: faces questions

A NUT spokesman said: "The union would not presume to tell teachers whether they should or should not use this in the classroom." A whole range of stuff is sent to schools – including material from the South African and Russian governments, for instance".

# Initiative on jobs attacked

Teachers have condemned the Government's new training initiative for failing to include enough new education and training proposals for young people.

A motion condemning the Government's White Paper and claiming it was directed more at reducing unemployment statistics than preparing young people for an economic recovery was passed without dissent by the conference's 70 delegates.

Earlier, there had been deep divisions between delegates over whether the union should have nothing to do with the scheme or be involved in negotiating improvements to it with the government.

Mr Terry Wrigley, from Rochdale, proposing the motion eventually agreed upon, which also called for rapid spending by local education authorities to produce worthwhile education and training schemes for the 16-plus market, said: "The new training initiative talks about raising and modernising skills to prepare for an upturn in the economy.

"It is contradicted by what the government has done to some of our most technologically-based universities in this country and the polytechnics.

"Most industries are also being run down and many are now near total destruction. We cannot turn our backs on the world of work. We need skills far beyond these crumbs thrown out by the White Paper. This is a far greater task than any ad-hoc body of instructors – very often on short-term contracts – can push through or carry out."

During an earlier heated exchange on the Manpower Services Commission's document "An Agenda for Action" and the Government's White Paper, Mr Harry Dowson, chairman of the conference, had to intervene to tell delegates to "stop bickering".

Mr Jack Chambers, the President of the NUT, who had just accused a delegate of employing "intellectual Luddism", said: "I apologise if you feel I have introduced a personal element."

# L.e.a.s to pioneer training scheme for school leavers

Up to eight local education authorities are likely to emerge as "guinea pigs" to pioneer a scheme to provide new training initiatives for all their school leavers this September, it was revealed.

Mr Mervyn Lancaster, senior principal of the Industry Directorate at the Manpower Services Commission's Training Services Division, said it would be necessary to mount such a pilot scheme to enable government plans – announced in the New Training Initiative White Paper – for every school leaver to have 12 months of training and/or work experience combined with education from September 1983 to go ahead.

He said it was planned to mount a large-scale pilot project in about half a dozen or eight local areas – one of which would be in Scotland and another in Wales.

In addition, there would be smaller scale projects. It would have to be decided what should be the content of the training, how youngsters should be assessed and what careers advice should be given.

He said: "Whatever proposals are brought up have got to go back to the local employers, local unions and local educationists and have got to be what the kids want."

# Profiles could be damaging

**The NUT should "be wary of jumping on a daft bandwagon" in accepting Government interpretations of how a pupil profile on school leavers should be prepared, Mr Jack Chambers, NUT president told the conference.**

**He was responding to a speech last week by Mr William Shelton, Education Under Secretary, in which the minister had spoken about preparing school leavers' profiles so that those who failed to obtain any examination qualifications could have some sort of record upon leaving school.**

**"He was talking about listing a pupil's personal qualities and that would include assessing a youngster's honesty or reliability," Mr Chambers said.**

**"Something like that would be little more than the old-fashioned school leaver's end-of-term report with all sorts of damaging comments in it."**

**Mr. Freddie Worrall, Helston, Cornwall, headmaster, added: "You have to lift them and say "You're better than that, come on. You're worth more than that."**

# 'No' to flat-rate salary plan

A call for a flat-rate remuneration for all young people aged between 16 and 19 regardless of whether they were unemployed, working, a student or undergoing training was rejected.

Mr Jack Chambers, President of the NUT, arguing against the move, said: "The problem that the TUC has is that if a young person is working in industry he or she is producing goods.

"The argument is that if a young person is working as a wage earner, he or she should be paid a commensurate salary for the job."

In the end, conference narrowly passed a resolution urging a common system of remuneration for all young people between 16 and 19 involved in education, training or work experience schemes.

In addition, they backed a move to seek agreement on a common set of regulations, which would apply to education and training institutions dealing with 16 to 19-year-olds.

The motion also called for tertiary consortia, sixth-form colleges and further education colleges to allow their combined resources to "service all the needs of this age group".

# Transport warning by councils

by Sarah Bayliss

Local councils will be hard pushed to provide free school transport to the schools parents choose under the 1980 Education Act.

That is the grim warning from the Conservative-controlled Association of County Councils.

The ACC's education committee has said that, although in favour of freedom of choice, it is concerned about the impact which transport concessions will have on local authority budgets.

The warning comes in response to a letter from the Department of Education some months ago which said parental choice would be restricted in practice unless some help was given with transport.

"It is difficult to see how the Government can really expect l.e.a.s to be able to comply with this when it is at the same time asking for restrictions on public expenditure," Mr Alistair Lawton, chairman of the ACC education committee, said.

● The ACC and the Association of Metropolitan Authorities have both responded sharply to a DES draft circular on proposals for secondary reorganization.

The draft, which suggested that schools of "proven worth" should be maintained, is condemned by both as an interference and an unwarranted restriction on local authorities which know what is best for their areas.

Mr Lawton said that the circular would "distort education planning in some areas in such a way as to lead to a weaker and less effective form of education for some pupils, while preserving highly valued but limited opportunities for others in existing schools." In particular the circular took no regard of the record or potential of schools without developed sixth forms, of other forms of post-16 education and of the possible needs of pupils outside the sixth form.

# Adapting to a multiculture

Reviewing the school curriculum to ensure that it is more relevant to multicultural society need not mean a major injection of funds, according to a report from the Schools Council published last week.

Much can be achieved by teachers reassessing existing books and materials and adapting information to suit their multicultural lessons, it says.

The report suggests that even outdated textbooks, retained because of financial cuts, could provide examples of outdated attitudes and therefore help pupils understand and challenge stereotypes of other cultures.

Derisive and derogatory terms about ethnic minorities should not be "ducked, disguised or distorted", the report says, but tackled by teachers in an honest and clear way and discussed critically with children.

The report emphasises that although policy lands and resource provision from the Department of Education and Lo.as is important, the key to the education system's successful response to a multicultural society lies with individual teachers.

"It is teachers who must consider the implications of the policy pronouncements made at national level and interpret these for their own particular situations," it says.

"Each school must consider what is appropriate and what responses are feasible in terms of the resources and experiences available to its staff."

Multicultural education should be taught across the curriculum and not in isolated lessons, the report suggests. Practical examples are given of ways in which teachers in different parts of the country approach their teaching in both multicultural and all-white classrooms. There are examples of work in geography, music, mathematics, art, biology and home economics, and across the curriculum approaches.

The report follows an earlier Council document, *Multi-ethnic Education: the Way Forward* by Professor Alan Little and Dr Richard Willey, which made 60 recommendations on how to improve multicultural education.

*Teaching In Multicultural Britain* by Dr Richard Willey, published by Longman Resources Unit, York.

# Infants not too young for RE

Infants are not too young to be introduced to religious education, according to an Association of Christian Teachers booklet.

Also, it does not follow that if the basis of RE is Christianity, infants will be automatically indoctrinated.

Judith Whitehead, head of Hessle C of E infants' school, Hull, writes, "If followed to its logical conclusions this argument could imply that all teaching of young children, in the sense of instruction, is indoctrination . . . but the facts have to be learnt."

The history of RE "gives no support to the view that even the confessional teaching of Christianity results in the automatic conversion of most of the pupils."

*Religious education in primary schools.* Edited by Norman Richards ACT, 130 City Rd, London, EC1. 50p.

Richard Garner reports from Stoke Rochford

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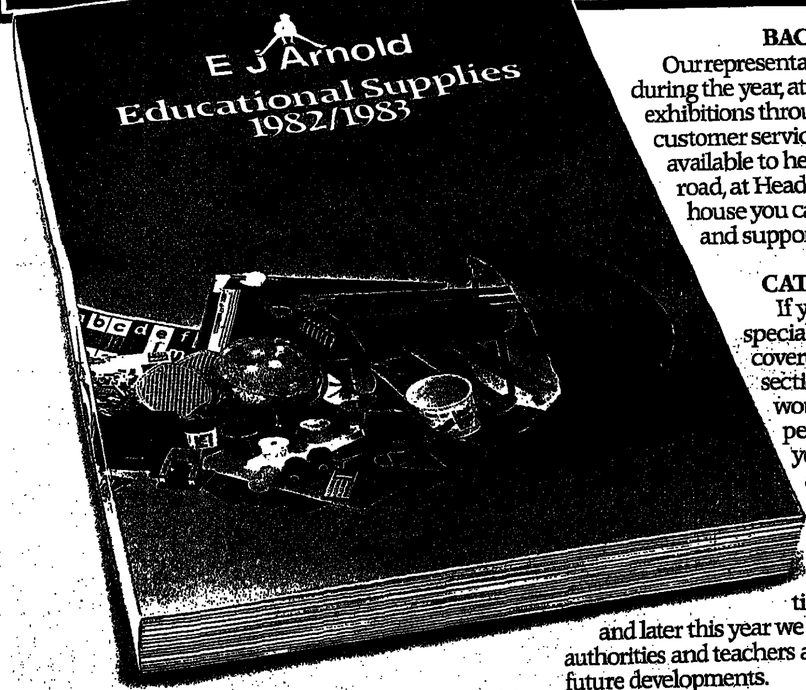


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# School to work

Edited by Mark Jack

**More than half Britain's teachers will have to relearn their jobs. Authoritative voices on every side are saying that this is the implication both of the new national policies for education and training and of the failures of the school to motivate many of the young. This week, as the Association of County Councils, which speaks for many of the teachers' employers, adds its weight to the demands, we report on the first moves to set up programmes aimed at changing teachers' ideas of what they do and how they should do it. And we also report the first signs of resistance in one part of the profession to what it sees as a threat.**

## National body for youth schemes urged

A national executive should be set up to run the Government's youth training programme, with the inspectorate and examining bodies helping to plan courses, says the Association of County Councils.

The association this week told a Manpower Services Commission task group that the whole executive, advisory, and administrative structure serving the 16–19 year olds needs to be rationalized. The task group is trying to design a one-year traineeship scheme for all school leavers as an alternative to the government's announced scheme for unemployed 16 year olds.

Executive responsibility for running whatever scheme is chosen should be delegated to a representative board controlling its own division of the MSC, the ACC said.

The new national executive should work through local boards each covering an l.e.a. area: at both levels the boards should represent employers, employees, local authorities, and voluntary interests. They would need advisory committees to plan and develop courses, suggests the association.

The national advisory committee should have representatives of the inspectorate, the examining and validating bodies and the careers service as well as the education authorities and the other groups on the executive. The local committees might have more teachers.

The ACC argues that trainees must be offered the chance to secure qualifications which can be integrated into the existing structure of vocational awards and will be acceptable to employers and professional bodies. It claims the education service had the know-how and the statutory responsibility for this.

The association has told the task group that if the commission wants local authorities to undertake the big investment in staff, premises, and equipment needed for the forthcoming programme it will have to give "substantial assurances" that it will go on funding the courses.

With numbers staying on already putting pressure on accommodation in many colleges, the ACC says emergency measures are needed to get additional accommodation and equipment ready in time for the start of the new programme. It asks the MSC to provide the money now, and for the task group to recommend a further assessment of long term requirements.

The association adds: "For l.e.a.s, one of the greatest demands envisaged in the White Paper (the Government's New Training Initiative paper) reflects upon their responsibilities as employers of school and further education teachers. We recognize the need for teaching staff to be trained to meet the different and additional demands of the Youth Training Scheme and the task group should emphasize that need."

# NATFHE sets terms for cooperation

The college lecturers' union, NATFHE, this week spelled out the terms on which it is prepared to cooperate with Government plans to extend education and training. It warned that it is not prepared to accept any changes in the further education pay structure or to allow temporary staff to be recruited for the new programmes.

The Government White Paper setting out its Youth Training Scheme for unemployed school leavers and plans to extend the vocational preparation for young workers, estimated that it will need the equivalent of another 80,000 places in colleges.

It has been widely assumed that this will mean bringing in staff from outside the traditional college teaching ranks, and changing pay scales to encourage colleges to develop the new kinds of activities needed.

But a statement presented to the union's national council by its executive at the weekend says:

● The union is not prepared to trade off existing posts threatened by redundancy for new work provided under the Government programmes;

● It will not accept the appointment of staff on fixed terms contracts for short training schemes;

● It will cooperate in providing the extra places only if enough extra money is found to maintain staffing levels on the present terms;

● It will accept part-time staff only as permanent associate lecturers;

● It will not consider any changes in the maximum class contact time or length of the working week and year – even if the work is residential or outside the college.

The statement says: "The salary, conditions of service, and tenure issues arising from the White Paper and related developments are very fundamental and may require the association to mount a major defence of established salary relativities, agreed working arrangements, and the tenure of its members."

It says that while it is tempting to see the chance of new work as a defence against redundancies, and some colleges may want to take it uncritically, the association will not allow such work to be developed on "unacceptable terms which would not apply in the rest of further education."

"The association will not accept any change to long established pay relativities and general conditions of service arrangements applying in further and higher education institutions under which the vast majority of staff in further education have permanent full-time employment contracts" it says.

NATFHE's executive insists that given sufficient extra money, the existing arrangements can handle the new developments: It says that in its experience "only a restriction on proper funding poses a dilemma between existing conditions and new curricular and organizational developments."

The association says that the l.e.a.s must realize, and the MSC accept, that funding has to be on this basis.

There is no reason, it claims, why courses should not be run for 52 weeks a year provided that staffing levels are raised enough to give teachers a maximum of 36 weeks teaching: similarly, it maintains that the definitions of class contact time out in the conditions of service are wide enough to cover the kind of teaching outside colleges which is likely to be needed, and residential working.

The decision to resist any change in pay and conditions is a victory for NATFHE's "Old Left" over colleagues who have been arguing that the union must be prepared to accept such changes or see its membership decline. Many of the people who are likely to be training youngsters under the "YTS-FE" courses are from fields like probation work and the voluntary organizations who will not be prepared to join the union if it maintains its traditional stance, they say. One NATFHE leader privately described the policy statement as "sheer Luddism".

*Print union leader Mr Bill Keys took time off from the Times Newspapers crisis discussions to preside over the TUC's annual youth conference and chat to two of its delegates discuss the continuing crisis of youth unemployment with him. Mr Keys, chairman of the TUC's employment policy committee, warned the conference that Government policy was stoking up worse tensions in the inner cities than those of last summer.*

## Schools want role in new training plans defined

An urgent call went to the Government this week to tell schools what it wants them to do to help its plans to provide education and training for school leavers. It came from the Schools Council and the Manpower Services Commission, backed by the National Institute for Careers Education and the Careers Research and Advisory Centre.

The four organizations say that a conference they ran at Stoke Rochford, the NUT college – reported in last week's *TES* – makes it plain that schools want to be involved in the new initiative, but are not sure how they should go about it. And teachers say they will need assurances that the Government is seriously trying to solve the problems of the 16 to 19-year-olds and not just aiming to use schools and colleges to keep youngsters off the dole.

But the delegates felt that if schools kept clear of the new programme, they would be stuck with a narrow academic curriculum and the valuable contribution they could make to 16–19 education and training would be lost. If they did get involved, then new ideas and methods would permeate through the school to broaden what was taught up to 16. But it was important to retain academic standards and find ways of interesting O and A level with the new ideas.

But among the practical problems to be solved for schools to take part in the new initiative were possible changes in the conditions of teachers' service to enable more contact with colleges and industry. It would involve changes in initial training and more in-service courses in vocational preparation and new assessment techniques. A suggestion was that teachers should participate in MSC training courses.

## Leeds ready for mission to motivate

Missionary teams will be trained to help schools and colleges change their approach to pupils and industry under a scheme about to be offered to education authorities throughout Britain.

Authorities who join will be invited to send staff development training teams to Leeds University to learn how to design and run courses for teachers and industrial trainers in new ways of motivating pupils and preparing them for adult life and work. The teams will also learn how to operate as consultants to schools and colleges which want to change their curricula and methods.

The project is planned to start at the end of this year in the counselling and career development unit, run jointly by the university and the education authorities in Yorkshire and Humberside.

A major part of the teams' role will be to help teachers learn how to provide vocational preparation, introduce profile assessment, and establish links with industry. But they will also conduct courses in group-centered and participative learning methods.

Meanwhile, at neighbouring Bradford College, eight teachers are taking part in Britain's first postgraduate diploma course for those involved in all kinds of "preparing" arrangements for the 14–19 year olds, youth and community workers as well as teachers and lecturers, particularly for those running foundation courses for the new skills forms and for the young unemployed.

Ms Lydia Merrill, a community education specialist who is running the course, hopes that it will receive Council for National Academic Awards approval in time for a full scale course to be set up next year already 20 have applied to join.

Mr Jack Leeson, one of the Bradford teachers taking part in the pilot, said he found the whole experience exciting – "and pretty demanding". Until now a geography specialist taking A level students, he is now teaching a group of non-exam 16 year olds as his action project for the diploma.

"I am having to step right out of the role I am used to", he says. "I am no longer in the position where my objective is to ensure that they learn something which produces written results for assessment. It's a question now of talking with them and finding out what they think they need to learn and discovering how I can help them do it."


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United States/Peter David

# Reagan drops short-lived Department and seeks 20% cuts

WASHINGTON: Alongside President Reagan's recent budget announcement it has been decided to abolish the United States' two-year-old Department of Education. The 1983 budget, sent to Congress, includes a 20 per cent reduction on Federal education spending.

The Department of Education – established by former President Carter under pressure from teacher unions – is to be replaced by a smaller non-Cabinet foundation. Nearly 30 federal education programmes are to be transferred to other ministries and 23 will be ended.

Mr Terrel Bel, the Education Secretary, told a press conference: "Over the years federal intervention in education has become increasingly intrusive, has imposed unnecessary administrative and paperwork burdens on recipients of federal grants, and has supported too large a bureaucracy for the limited role the Federal Government should play."

Proposals to set up the new foundation by 1983 were sent to Congress alongside plans for deep cuts in spending at all levels of education. Some of the biggest reductions are in the federal programmes designed for children who are educationally disadvantaged, handicapped or who have limited English speaking abilities.

These programmes are to be cut from $2,365m (£1.230m) this year to $1,942m (£1,010m) in 1983. The budget proposals call on individual states to seek cheaper methods of providing compensatory education and make savings in other areas which could be used to help the disadvantaged.

Vocational and adult education programmes will be cut from $634m (£330m) to $500m (£260m) and higher education will be even more severely hit by cuts of more than 40 per cent in student grants and loans.

Overall, spending by the new foundation is expected to drop to $8,800m (£4,583m) in 1983 from $11.300m (£5,885m) this year.

# Buckle let out in the Bible Belt

TULSA: The fastest growing industry in Oklahoma is no longer oil but private education – "Christ-centred" private schools are springing up and expanding throughout Oklahoma and the US Bible Belt, the wide area of the south and middle west where fundamentalist religions predominate.

The 200-ft Prayer Tower on the Oral Roberts University Campus at Tulsa.

In Tulsa, a city of 400,000 which has been called "the buckle of the Bible Belt", there are 26 such private schools, of which 10 have sprung up in the last decade. In Oklahoma City, which has twice the population of Tulsa, the "Christ-centred" educational statistics are proportional. However, throughout the Bible Belt the very large growth seems to have taken place in the past two years and there has been particularly rapid growth in schools for younger children.

Private schools, which placed heavy emphasis on religion, sprang up the Deep South two decades ago when legislation by President Lyndon B. Johnson put a definite end to segregated schools.

However, though segregation is still a factor, it is not the main reason for the current expansion of private schools in the Bible Belt. The reasons given by parents include the bad atmosphere in state schools and the prevalence of drugs there, plus the desire of parents for discipline and Christian training for their children.

The Rev Richard Beckham, a fundamentalist preacher and headmaster of Duncan Christian School at Duncan, south of Oklahoma City, said, "The school founders saw early warning signals of the deterioration of the education system – saw a need for a basic fundamental education in a Christian environment."

Parents pay £34 per month per child attending. The pupils have to wear red, white and blue uniforms. They study at isolated desks and when they want to ask a question of a teacher, they have to hold up a small flag, also red, white and blue.

Discipline is an important item in Roman Catholic schools in this region. They have always applied corporal punishment, and in the past they have been used by parents as depositories for incorrigible boys of all religions. Speaking of the Catholic St Pius X School, Mr Jim Sellars a Tulsan with three school-age children, said that he sends them to that school because, like other parents, he likes the smaller classes, discipline and moral training in the Catholic school.

Of late the increasing drug problems and "bad atmosphere" of state schools have encouraged many parents to send their children to the privately run Christ-centred schools.

Mr David Boggs, headmaster of Faith Christian Academy, a Tulsa private school that has an enrolment of 285 pupils, said, "We do not have pupils here that swear or abuse others. Lots of parents bring their kids here because of the drug problem in the (state) schools. Here, atmosphere is number 1, then academics."

The founders of and the teachers in the Christ-centred schools claim that they are not opposing public education, but are merely giving parents an extra choice of education for their children.

Mr Donald Crigger, headmaster of the Nazarene Christian Learning Centre in Claremore, north east of Tulsa, which was founded two years ago said, "This school was started because we felt that a Christ-centred education was missing within the (state) schools."

Mr Crigger added that it is unlikely that these private schools are pulling the best and brightest youngsters away from state schools. He maintained that many youngsters with learning difficulties can benefit from the individual instruction offered by private schools. He added that ultimately such private schools are "helping the community by saving the taxpayer a bundle of money".

It is an open question whether these private schools save the community by providing instruction for difficult or backward pupils or whether they erode the funds going to state schools and thus causing a further deterioration in the state teaching facilities.

State schools in Oklahoma receive $616 (£320) per pupil per year, though this figure can vary according to pupil attendance. So a loss to a private school can hurt the local state school.

Most of the private schools in the Bible Belt are funded by tuition fees, plus financial grants from private citizens, foundations and corporations. In addition, it is possible for private schools to receive US government funds for libraries. Private school fees range from $800 to $3,400 (£417 to £1770) a year here.

Some of the Christ-centred schools are church-sponsored, others are privately funded to teach fundamental religion. Most put the emphasis on a spiritual atmosphere, religious training and prayer. The standard education that they provide is of a "no-frills" kind and there is little extra-curricular activity. Most of them do not seek accreditation for fear that may cause difficulties for them.

"Keeping tabs on these schools and their quality can be difficult. Anyone wanting to can go out there and start a school, and we have no involvement at all," Mr Roy Burger, accreditation administrator at the Oklahoma State Education Department, said. "They can pretty well freelance as long as they can find customers."

In the school year 1980–81 only 22 religious schools out of "hundreds in Oklahoma" were accredited, and offered instruction equivalent to state elementary and high-school education.

P. E. Burke

Republic of Ireland/John Walshe

## Jobless crisis sparks youth programme

DUBLIN: A Youth Employment Agency was formally established this month to tackle the worsening problem of joblessness among the under 25-year-olds in the Republic.

The agency is being funded by a 1 per cent levy on all incomes – including directors' fees and dividends – and by grants from the EEC.

It was first promised by the Coalition Government partners – Fine Gael and Labour – as part of their strategy in last year's general election. When they came to power, they moved swiftly to introduce the necessary legislation and, fortuitously for the Coalition parties, they were able to inaugurate the agency a mere nine days before this month's snap election.

The agency will coordinate and expand on the existing work experience, training and employment programmes which cater for about 20,000 young people. It hopes to double this number within a short period.

Disadvantaged young people will be a particular target for the agency, which is being given power to help local communities directly to identify the disadvantaged and help them.

The agency will also be in a position to assist young people in establishing enterprises and cooperative ventures.

It is being run by an 11-member board, including two representatives of the National Youth Council of Ireland, which first suggested setting up such an agency three years ago.


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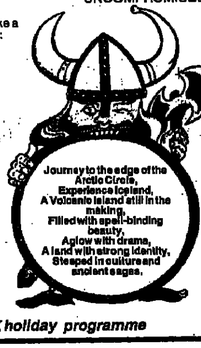


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Botswana/Jean Rowton

# 'School full' notice goes up at new mini-UN

**GABORONE: Less than six months after the first architect's plans were drawn up, an English-language medium primary school, the third in Botswana, has opened in Gaborone, the capital.**

**It has been built at breakneck speed with the backing of the Anglo-American Corporation, Botswana, to cater for the hundreds of children unable to get places at the two existing English schools. The only unhappy note at the opening on January 20, was that the waiting list stretches into treble figures, and that there will be no more room until the second phase is completed within the next two years.**

**The new school, Broadhurst, has enrolled 200 children from reception to standard five. Eventually it will take 500 right up to standard seven.**

**The headmistress, Mandy Watson, gave up her post as deputy-headmistress of Lindfield primary school, near Brighton, to return to Botswana after an absence of six years.**

**"There has been a desparate need for this school. At the moment we're squeezing children into every corner . . . just about everywhere except my office!"**

**The pupils represent a "mini-United Nations" from every corner of the world, although about half are local Batswana.**

**The main object is to teach them to speak and read English as well as Setswana, (both official languages in Botswana), so all classes are in English, although Setswana is an optional subject.**

*Headmistress Mandy Watson is seen with Mr Louis Nchindo, director of Anglo-American Botswana, and Mr Ben Crankshaw, Anglo company secretary, who are directors of the new school.*

Italy/Rita di Giuseppe

# Mixed response to sex lessons

**VERONA: Italy still seems to be the only industrialized country where sex education is not given in schools. In Britain and the United States it is on the curriculum – and in Norway Sweden, Finland, West Germany, Denmark and France it is compulsory.**

Several schools, especially in the north, have undertaken, at their own risk to provide unofficial and voluntary "information sessions" on sex education for the young. Reactions range from outspoken enthusiasm to law suits on the part of parents, an inevitable consequence of lack of legislation.

Coming up for discussion in Italy's parliament, after having sat dormant for years, is a proposed law governing sex education in the schools. Officially, the Italian Communist Party was the first to present a concrete proposal, in 1976, to the Education Commission of the House of Deputies. This was followed by a proposal by the Socialist Party and, hot on their heels, the Christian Democrats submitted their own draft for legislation in March, 1977.

The three proposals were passed on to a restricted number of legislators for examination and "integration" and it was observed that they agreed on the following points:

- sex education should be introduced at all levels of schooling including infant schools.
- this should be adapted to varying stages of maturity in youth.
- the content of the information must deal with the biological, ethnological, anthropological, psychological, sociological, medical, artistic and literary aspects of sexuality.
- though updating and special courses for teachers are a must, the schools may call in outside experts.

However, the proposals differ over the inclusion or exclusion of parents from the actual setting of the programmes. The Christian Democrats contemplate parent participation while the Communists and Socialists consider parents inadequately equipped to deal with the subject of sex.

A further point of contrast is that whereas the Communist and Socialist proposals place accent on "biological information," the Christian Democrats strongly underline the "educational" aspect of the courses, attributing a moralistic value to the type of information transmitted.

Japan/Martin Roth

# British teachers criticize difficult English textbooks

**TOKYO: English textbooks used at secondary schools in Japan are too difficult and not practical, according to 14 British nationals who are teaching at schools in Kyogo prefecture, western Japan.**

The teachers are among 75 young British graduates teaching at schools throughout the country under a programme launched by the Japanese Ministry of Education in 1978.

The 14 in Kyogo prefecture have been teaching for 10 to 24 months. They were surveyed by the Kobe English Association.

All of the teachers pointed out that obsolete vocabulary and grammar are often used in secondary school English texts, making them too difficult for most pupils, who consequently are unable to express themselves adequately in daily conversation.

The British teachers were found to be reluctant to use the books, preferring to employ their own picture-slides and cassette tapes.

The teachers also said that Japanese teachers of English often lacked real teaching ability, and were too dependent on textbooks.

The teachers also criticized the Japanese curriculum, which they described as being aimed simply at producing "robots" who can pass university entrance examinations.


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Denmark/Christopher Follett

# Ministry predicts pupil slump

**COPENHAGEN: Recently published Ministry of Education statistics predict a major drop in pupils over the coming decade and consequent growing unemployment among teachers in the Danish *Folkeskole* (the primary and lower secondary school catering for the age group 6 to 16)**

Due to a drastic fall in births over the past four years, Denmark is now experiencing a stagnation in population, with the average married couple producing 1.45 children as opposed to 1.70 in the mid-1970s. The Education Ministry forecasts a 20 per cent decrease in pupils by the end of the 1980s. Only three years ago a mere 10 per cent drop was being predicted.

But while seven hundred thousand pupils attend the *Folkeskole* today, by the early 1990s this figure will have [illegible] according to Ministry forecasts.

To anticipate this drop, Danish teacher training colleges have reduced their capacity by a third over the past five years, and this year took only 2,500 new students.

In fact something of a general crisis can be detected in the *Folkeskole*, that formerly much-admired bastion of the liberal-minded Danish educational system.

A survey just published reveals that only 39 per cent of parents are satisfied with it as an institution. Still unresolved is a now three-year-old disagreement between teachers and the Ministry of Education about teaching hours. The last bout of talks ending in stalemate last spring.

The Union of Teachers wants the class hours of *Folkeskole* (and upper secondary *Gymnasium* school) teachers reduced from the current 27 per week to give them an actual 40-hour working week. At present the Danish school teacher works an average 43½ hours per week, a Ministry survey shows.

Although the talks between the two parties are in suspense, and despite the fact that no strike action is contemplated, the teachers are determined to solve the issue.

Symptomatic of this problem is a recent survey carried out for the teachers' union, which reveals that up to 20 per cent of *Folkeskole* teachers are suffering from some form or other of stress (despite the fact that teachers generally show a higher level of job satisfaction than any other profession).

Seen in a wider international perspective, however, the Danish *Folkeskole* would seem close to ideal. With an average 19 pupils per class, Danish schools enjoy the lowest pupil-teacher ratio in the world, a considerable improvement even on the provisions of the 1976 Danish *Folkeskole* Law which sets 28 pupils per class as an absolute maximum.

Discipline is no problem in the *Folkeskole*, even though all forms of corporal punishment have been banned in Danish schools since 1967.

In a recent development history teaching has been given greater prominence, with the subject now compulsory from the third to the ninth grades (history was previously only compulsory up to the seventh grade). This has been instituted at the cost of Latin, which now only has optional status in the tenth grade or final *Folkeskole* year.

The economic recession has had its effect on the *Folkeskole*, tending to create a more competitive grade-and-job-oriented specialist type of pupil – a development which runs counter to much of the liberal educational philosophy of the 1960s, the foundation of the *Folkeskole's* structure.

An average 30 per cent of *Folkeskole* leavers now go on to further or higher education, as opposed to a mere 5 per cent in the 1960s. In practice this means that 30,000 *Folkeskole* leavers competed for 19,000 places in higher educational institutions this autumn.


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# Letters

## Defining the status of music

Sir, – I feel that the exploits of my own school over the past few years qualify me to pass a few comments on the somewhat harsh editorial which you recently wrote about musical education. I regard this editorial as harsh because you write about mutilation of the curriculum, the sheer enormity of the proposal to drop individual music tuition, and finally, grotesque variations of basic provision.

May I start from one of your more correct statements, that an education which excludes access to music and the arts is defective and incomplete. I would say that the vast majority of schools have always included music as part of their aesthetic offerings, but in different ways and to different depths. Music needs to be built in as a regular part of the curriculum for at least the first three years of the secondary stage. It needs to be given proper status in the way of staffing and resources. Above all, however, it must be regarded as a practical activity in which pupils of all abilities are given the chance to make music with almost anything that will create a reasonable sound; the traditional, more expensive instruments are not vital and neither is the ability to read the traditional form of music. The activity becomes then fun for all.

The tragedy is that teachers capable of offering a musical education to class groups of pupils of all abilities are probably thinner on the ground than in any other subject area and thus no qualified musician seeking a teaching certificate should be allowed to train as a peripatetic teacher only. It is an inescapable fact that this form of individual tuition is exceedingly expensive, a luxury which many local education authorities can now ill-afford. This system must also cause some unrest within the profession as other teachers watch with envy instruction being given to one, two or possibly three pupils as a routine task. Teachers of another practical activity, for example physical education, have given generously of their own time for generations in the promotion of matches to national level. I wonder the extent to which this happens among peripatetic teachers of music because this is how much of the more individual tuition could happen. Teachers of practical activities are noted for their participation in regular extra-curricula activities possibly because they do not have the heavy marking burdens of so many of their colleagues and I cannot imagine that individual music tuition comes in the latter category.

The area which inspired Elgar may regret its decision in the next year or two but, if its schools are encouraged to give music a rightful place in the curriculum, little could be lost. Quantity should increase and quality could well appear never to have suffered. Classroom teachers still accept challenges.

C. W. J. COCKS,
Headmaster,
*Holmfirth High School,*
*Heys Road,*
*Holmfirth, Kirklees*

### Assessment need

Sir, – An examination board has stated that "The need for and educational desirability of practical assessment in Science at 16-plus is not generally accepted . . ." and that "There is evidence that many teachers do not wish to be required to undertake internal assessment of practical work".

To sound teacher opinion on these matters a questionnaire was sent to all maintained secondary schools in six southern counties by a working party of Science Advisers who serve on the Science Subject Panels of the Southern Examination Group. Of the 386 schools circulated 81 per cent responded, representing the views of 2,060 science teachers.

In answer to the first question "Are you in favour of teacher assessment in science or not?" 76 per cent said yes.

Questioned as to the percentage of marks that should be awarded by teacher assessment 13 per cent of the total respondents suggested less than 20 per cent, 45 per cent said 20 per cent and 21 per cent favoured 40 per cent or more.

Three-quarters of all respondents agreed that practical skills – manipulation of equipment, design and performance of experiments – should be teacher-assessed and 36 per cent thought that teachers should also assess other behaviours such as scepticism, the ability to work as a member of a group and concern for the application of science.

"How should teacher assessment be carried out?" gave the following answers: terminal practical examination, 16 per cent; continuous assessment throughout the whole course, 51 per cent; assessment during the term before the written examination, 18 per cent.

This survey is being extended to other counties in the southern group but in the meantime these figures would seem to have significance for all 16-plus science subject panels.

PETER BIGGS,
Working Party Convener,
46 Frome Road,
Bradford on Avon,
Wilts.

### True Brit

Sir, – Brian Holmes, reviewing *The Pluralist Dilemma in Education* (*TES*, February 5) repeats a statement often made by British (mainly English) educationalists to justify the lack of action within the British education system to combat racism: he asserts, "Multi-culturalization in Great Britain is a recent phenomenon brought about by population changes due to immigration from former British colonies". Such a statement has no historical foundation. The British state, from its inception, has contained within it differing class and teritorially-based cultures and languages. The "problem" is not that these cultures, languages, dialects, regionalisms and nationalities existed within the state, but that the state *perceived itself* as monocultural, monolingual and aggressively anglophone. It repeatedly produced official government reports to "explain" how the non (standard) English speakers were "underachieving", without ever referring to the state's own role in defining "underachievement". The latest in a long line of such official statements is the government's refusal last month in response to the Home Affairs Select Committee to separate "multi-ethnic education" from the Educational Disadvantage Unit, Us ethnics, whether "immigrants" or here a long time must be problematized by the state through models of "our disadvantage."

Institutional language-ism (in this case prejudice against languages other than English within the institutions of the British state) is as endemic to the state as institutional racism, sexism and nationalism. These biases are closely inter-related. They can be traced through Irish racism in history texts.

An official report on Welsh, from the Educational Commissioners of 1846-7, concluded that speaking Welsh led to all kinds of "immorality" and social disorder". One MP concluded "Send the English schoolmaster among them . . . a band of efficient schoolmasters is kept up at much less expense than a body of police or soldiery". Reading the "educational" recommendations of the Scarman report leads to the conclusion that the debate has not progressed much in 100 years. The slow transition after *Welsh in Education and Life* (1927) from non-state maintained classes, to "subject" teaching within state school to "Welsh across the curriculum" prefigures the "mother-tongue" argument for other languages. So does the progression from first language displacement, to ESL, to other languages "alongside" English.

What speaks most clearly of the state's monolingual view is its failure to take up recommendations made to it for positive bi- and multi-lingualism, as in chapter 20 of the Bullock Committee's report.

Community languages other than English within the British state are a massively underutilized linguistic resource, for ourselves as "linguistic minorities" and for "the majority". The longer some reactionary educationalists get away with repeating the fiction that Britain is "becoming multicultural" when in historical reality it was always so, the more time it will take to redefine official Britishness in non-racist, non-languagist terms.

DAFYDD ELIS THOMAS,
76 Chambers Lane, NW10.

Sir, Sarah Bayliss' report on the annual conference of the Society of Education Officers, (*TES* January 29), reveals that Lord Scarman has totally misunderstood the meaning of multicultural education. It is distressing that he views it as "trendy stuff", and refers to it as though it was a classroom subject, to be taught in secondary schools as a device for capturing the imagination of pupils.

One can only hope that the education officers he was addressing are more aware than he of the fact that true multicultural education is an attitude of mind, relevant to all aspects of education. This has been clearly outlined by the National Association for Multiracial Education, which has been promoting the following aims for the past 10 years:

"The association believes that the education system can play a positive role in the development of a just, multiracial society and seeks to effect changes which will include:

1. Recognizing the valuable economic and cultural contribution of members of ethnic minority groups to life in Britain;
2. Alerting teachers to the nature of racialism including its unwitting perpetuation in schools and colleges;
3. Working against racial prejudice in the classroom;
4. Identifying and eradicating ethnic bias in the curriculum by studying aspects of the history, religion and culture of other ethnic groups;
5. Recognizing the crucial role language plays at all levels in education;
6. Taking account of the importance of the child or young person's mother tongue and dialect;
7. Ensuring that all children and young people understand the social environment in which they live so that they can see the possibility of constructive change;
8. Establishing an effective partnership between teachers and parents in the education of children and young people;
9. Increasing the awareness of the multiracial society among all those involved in the educational process, particularly administrators, educational psychologists, advisers, welfare officers, careers officers."

Several of the above issues correspond with some of the recommendations made by Lord Scarman, though it appears that he does not connect them with multicultural education – (for example, the importance of the relationship between teachers and children, and his request for better liaison between schools and parents).

It is disturbing to note that his view of the role of language development seems to be restricted to teaching children in primary schools to "speak good English", whatever mother tongue, dialect, even British regional variations in speech, are not compatable with developing powers of self-expression? Or that language development should not take place beyond the primary stage?

It is that kind of statement which, perhaps unwittingly, reflects a Eurocentric sense of values, as does the notion reported further on in the article that an appropriate antidote to "sheer damn boredom" would be more leisuretime emphasis on art, music and sport.

Lord Scarman's "absolute horror" at the notion of separate religious schools fails to take into account the fact that the British education system is totally biased toward Christianity in the curriculum, in examination syllabuses, and in the attitudes reflected by many teachers. This can only result in the implied devaluation of beliefs, speech, or life styles which are not Christian and white, and is a divisive factor in education and in society.

To succeed in "binding together our society", it is essential that we should recognize the *equal value* of the different cultures in Britain today.

SUSIE RICE, & DOT SHAER,
London FE/AE branch of NAME,
Kingsway-Princeton College,
Sidmouth Street, WC1.

### Aid to gays

Sir, – The Inner London Education Authority needs to offer no apology for its support of homosexual and lesbian groups for young people (*TES*, February 5 – "Homosexual aid inquiry").

Latent homosexuality is only one of the difficulties some young people have to face in adolescence and they need as much help, if not more, to deal with that as with many other problems in today's society. Young people who are uncertain of their sexual identity are generally inhibited in the environment of a normal youth club and most would not attend. If they did they would be very unlikely to seek help in such a situation.

The London Gay Teenage Group and the Lesbian Youth Group provide a setting where, in addition to a very high standard of self-programming activities, young people can obtain sympathetic support and advice and links with specialist referral agencies if needed. Young homosexuals also suffer from isolation and loneliness and the only other provision is gay bars and other less socially acceptable alternatives.

The staff chosen to work in such organizations will be youth workers with counselling skills and will have particular qualities of sympathy, sensitivity and awareness.

The registration of all youth groups is undertaken by area youth committees which are representative of the local communities in which they operate. In addition to the normal requirements for registration, area youth committees have been given additional guidelines on voluntary groups dealing with young homosexuals. These include a firmly enforced age range of 16 to 21, regular visits and contacts to monitor development, and advice on suitability of premises, the commitment of the voluntary management committee, and the choice of leadership.

NEIL FLETCHER,
Chairman, Further and Higher Education Sub-committee,
County Hall,
London, SE1 7PB.

### Booked out

Sir, – When, oh when, will examination boards stop setting books which are out of print? This has happened to me so regularly in my teaching career that I have decided that those who set the books just don't care.

What prompts my latest protest is *Nine Modern Poets* edited by Black, published by Macmillan. With just four months left before the examination – JMB's O level literature – the bookshops still can't supply it.

What shall I tell my students?

JOHN CRICK,
28 Lingfield Avenue,
Hazel Grove,
Stockport.


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Letters continued

# Languages + Computers = Enthusiasm ?

Sir, – It was nice to see that computers were mentioned in the edition of February 5 in the sections devoted to languages. However, the title of the article, "Computer offers patience and privacy", was somewhat misleading in that it was suggested that the computer should keep a tally of students' progress. Many people, including my pupils, are apprehensive about the computer's ability to record and store personal information, and I have been asked for reassurance by less able pupils in particular that no record is kept of their performance when they use my French programs. I am happy to oblige. They can be told their score in a test, and the information erased before the next pupil starts.

The fears expressed in the article about the future of computers in language lessons are well-founded. Computers in languages will go the way of skate-boards if we do not quickly progress beyond the dreary grammatical tests which may appeal to the able, well-motivated few. There are no doubt sophisticated machines which will perform tricks of animation, and spoken words, but most schools do not have these. The sort of mini-computer we do have can, however, provide a suitable stimulus for pupils of all abilities if it is programmed with something interesting. I have used two mini-computers in lesson-time to enable all pupils in a class to complete one exercise during the course of a double lesson, without disturbing the normal work of the group. And it has stimulated them to do more in their own time. Although I originally thought of these programs as testing rather than teaching material, I have discovered that pupils' enthusiasm has made them learn – not grammar rules, but new vocabulary, or words which they had forgotten.

But in the end if they don't acquire new knowledge, the interest stimulated by this novelty will reinforce their enthusiasm for languages.

GRAHAM SEDGLEY,
New Mills School,
Stockport, Derbyshire.

Sir, – In the most interesting survey on languages (*TES*, February 5), the details of the United Kingdom's trade in 1980 do not reflect a true picture of the relative importance of Spanish for the rest of the century.

Britain's trade and contacts with Spain are bound to increase greatly when Spain enters the Common Market in the near future. In addition Spanish is spoken in over 20 countries and not merely the three quoted (Argentina, Mexico, Venezuela). Portuguese, however, is the language of Brazil. The developing countries of Latin America are an area in which we British should make every effort to open up new markets to help revitalize our economy. This cannot be achieved successfully without a plentiful supply of British speakers of Spanish.

It is high time more Spanish was taught in our secondary schools. As a first language with its wealth of background knowledge, it would prove a truly interesting, educational experience. This might lead to more highly motivated secondary pupils with an insight into the other ways of life, whose horizons have been widened, and who, through added interest, were more competent in handling a language.

P. M. PINCHON,
54 Madeira Avenue,
Leigh-on-Sea, Essex.

## Policy nonsense

Sir, – Re the DHSS threat to part-time study. Yet again this Government has allowed a department of state to make a nonsense of its declared policy to help the young unemployed. When will we get a coherent approach?

As a senior careers officer of many years' experience, I know that there is bound to be some exploitation of the system. But I also firmly believe that we can cope with the abuses, without destroying a valuable facility that in many areas, particularly when unemployment is high, has been a useful halfway house between the Government's special measures and unemployment itself.

If the DHSS is so keen to be "fair" to its clients (as quoted in your article) I am sure we can all think of better ways than this hamfisted bureaucratic gesture.

A. M. BIRD,
50 Elm Road,
Reading,
Berks.

## Anti-bias

Sir, – I refer to the report by Hilary Wilce regarding secondary reorganization in Manchester in your edition of February 5.

While it is legitimate for parents to object to the scheme, it is not legitimate for them to make untrue statements.

The Manchester Head Teachers' Association wishes to refute the suggestion that there was any bias in the appointment of the shadow heads of the proposed new schools and colleges. Union observers were present at all interviews which were conducted by schools' sub-committee and subsequently approved by the full education committee.

To suggest that the shadow heads who have been appointed are "vociferous supporters" of the local education authority's plan is also untrue. The heads have recognized that the plan is the best available option for our secondary sector since the Secretary of State destroyed the uniform system which was proposed by the authority and which had the support of all the teachers' associations in the city.

Also to suggest that these shadow heads have received some form of undue reward is a scurrilous remark. These heads face much uncertainty and hard work which may not bear fruition.

This association also takes exception to the inference by the objectors that heads have been passed over for appointment because they do not support the local authority. There is no evidence to support this assertion.

The Manchester Head Teachers' Association supports the Education Committee's new proposals for reorganization in 1982 because we consider them to be the best way forward for all the children of this city. This association urges the Secretary of State to make an early decision and to accept the proposals.

G. P. FULFORD,
Hon Secretary,
Manchester Head Teachers' Association.

See 11–16, pages 17–21

## 17-plus dogfight

Sir, – Mr Mansell (*TES*, Letters, February 5) is certainly right; we have got ourselves into a mess over 17-plus. The immediately obvious cause of the mess is the irritating schism between FE and the school, now, it seems, further compounded by a new dog-fight between FE and the MSC.

But more fundamental than this is our ancient tendency to think in "academic" and "vocational" needs as being inevitably opposed and incompatible. The over-specialization of A level has often been attacked (in English Literature, John Dixon told us in 1977, only one in 24 of the candidates for a highly academic examination actually studied English in higher education). The narrowness of vocational attitudes is equally clear even in the Common Core proposals made by the FEU in *A Basis For Choice* – for example, out of nearly 130 declared objectives only one (No 6.2.19 on page 16) even allows that literature might help the personal development of candidates, and there is no reference at all to any of the other arts.

Comprehensive schools have taught us something about the inadequacy of this academic/vocational dichotomy in the first four years at least. Arising directly from the experience, CEE has developed challenging and wide-ranging [illegible] in English and other art subjects, no doubt the FEU's knowledge of the vocational needs of young [illegible] leavers is good. Together we [illegible] the grounds for a very valuable [illegible] culum.

Mr Mansell suggests making new 17-plus "a core with options some of which could be [illegible] mental and occupationally-[illegible] What would the other options be? they could leave the way open, some CEE syllabuses have done [illegible] candidates whose view of [illegible] changed during that one year – an uncommon experience – to go to A level in one year or two, least this could do no harm. [illegible] beyond the wit of man, or the [illegible] to bring together the interested [illegible] ties in this important field to [illegible] syllabuses which would keep the [illegible] of what has been learned over the last five or 10 years by the present opposing sides?

W. D. EMRYS EVANS,
Lecturer in Education (English),
University of Birmingham.

## Being adult

Sir, – "If they would only stop [illegible] ing at him – A cautionary tale [illegible] teachers and parents", January [illegible]

Why don't Michael's parents:
1. Stitch Velcro on his shirts [illegible] of buttons. It is effective.
2. Elasticate his tie, thus [illegible] ing tying and re-tying.
3. Admit they are teaches [illegible] start behaving in an adult [illegible] ner, which would mean [illegible] thinking their attitude [illegible] their son's teacher, head [illegible] and the PTA.

They have set their own [illegible] and created their problems as [illegible] son's image.

FRANCES E. MASSEY,
Little Kingshill County [illegible] School,
Near Great Missenden,
Bucks.

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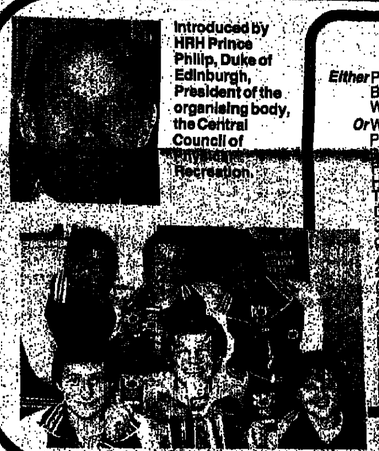

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11–16

Proposals that schools should lose their sixth forms have stirred up more bitter controversy than anything since comprehensives were first thought of. Once sixth form and tertiary colleges have been set up, it is usually agreed that they offer better chances for the over-16s. But what about the 11–16 schools left behind? There are plenty of doubts and fears but no published evidence.

Now the debate is hotting up as more authorities think about a break at 16 in the face of contraction, while Sir Keith Joseph makes it clear that he would like to keep just a few schools "of proven worth" with sixth forms. This week he rejected Croydon's plan.

Here Eric Briault discusses the issues involved. On the next four pages, we report back from 11–16 schools all over the country on their experience

# A case for change

Sir Keith Joseph's rejection of Manchester's plan for 11 to 16 schools and sixth form colleges appears to have been prompted by a determination to save certain popular and successful 11 to 18 schools rather than indicating a general rejection of the 11 to 16 school as such.

As far as I know there is no research or well-documented evidence about the 11 to 16 school. (Throughout this article remarks about the 11 to 16 and the 11 to 18 school are intended to apply also to 12 to 16 and 12 to 18 schools and the systems are assumed to be non-selective). However, the impact of falling rolls in secondary schools, which will last the whole of the present decade, is causing many authorities, especially those covering urban areas where the percentage drop is going to be well above the national average of 30 per cent, to look again at a system of 11 to 18 schools and (in terms of the first recommendation of our research report – *Falling rolls in secondary schools, NFER*, 1980) "to establish the principles on which it intends to plan a system of good secondary schools for the 1980s".

Putting whatever principles are decided upon into practice is likely to involve organizational change, whether school closures or changes in age range. It is only to be expected that teachers and parents will resist any proposal to alter the character of, and still more to close, their school. In 30 years of personal involvement in school reorganization, involving scores of schools, I can recall no more than two or three where change was not opposed by those involved. I can recall many where, once the change had taken place, both teachers and parents were prepared to admit it was for the better.

The arguments against the 11 to 16 school are necessarily tied up with arguments about the best kind of provision for the 16 to 19-year-olds, for proposals to change to a system of 11 to 16 schools instead of one of 11 to 18 schools are generally made primarily for the sake of the over-16s. The main objections fall into two clusters, one about pupils, the other about teachers.

The first has just been implied – that the change does not do the pupils in the main school up to 16 any good; in fact, say the critics, it actually does them harm. It deprives pupils of the leadership opportunities enjoyed by sixth-formers. It deprives those who do or might stay on beyond 16 of the continuity, social and educational, which the 11 to 18 school offers and in particular it may mean that some will leave who would have stayed if they could have done so with teachers they knew and in an environment with which they were familiar. This argument probably applies especially to the "new sixth-formers", the non-A level, CEE people and those with no examination objectives.

The second main argument is that the pupils will be or are disadvantaged because the 11 to 16 school is less attractive to able, well qualified specialist teachers, some of whom will leave the school if the sixth form is removed (not so easy to do as it was in times of teacher shortage). The 11 to 18 school earns more Burnham points from the over-16 pupils and can therefore offer more and better above-Scale 1 posts. The quality of the teaching of those specialist teachers who take A level classes is felt in the main school as well, both as teachers of such classes and as heads of departments advising colleagues.

The mixed economy system of some 11 to 16 and some 11 to 18 schools, apparently more likely to be acceptable to the present Education Secretary, judging from the Manchester case, carries additional disadvantages for the 11 to 16 school in an area where, with falling rolls and therefore an increasing number of spare places, parental choice can operate fairly freely.

Parents, certainly of the more able, seem likely at present to go for the 11 to 18 school, "saved" because it is a successful school. So unless the authority reduces the intakes to all its schools pro rata – a course which in a few years would make the "saved" schools less and less viable at post-16 level – the contraction will fall on the less popular 11 to 16 schools, some of which will in time resemble the inner city secondary modern schools of many years ago. In a county area, of course, with widely separated schools and almost wholly separate catchment areas, a system of 11 to 18 schools in one area can readily co-exist with one of 11 to 16 schools in another.

One further argument sometimes heard is a criticism of the sixth-form college, which some claim to find *de facto*, if not *de jure*, selective of A level students at the expense of the would-be one-year new sixth-formers. Evidence is hard to come by, but rumour has a way of spreading.

There are some counter considerations. The pupil leadership thinking smacks of prefectorial systems much less frequently found these days. More important, the 11 to 18 school tends to concentrate such opportunities upon those staying on, whereas in the 11 to 16 school all have an equal opportunity to play a part and some who leave at 16 will have enjoyed responsibilities which they might not otherwise have had.

I always felt in discussions in Inner London that there was weight in the community argument for the 11 to 18 school and until recently I had no experience, as I dare say some chief education officers now considering these issues have not had either, of the 11 to 16 school. The research study which I directed, however, took us into three authorities where a sixth-form college system existed and I have recently had direct contact with such arrangements in both East and West Sussex. Heads and responsible teachers whom I have questioned about the continuity argument, including those at one school whose sixth form was removed not so long since, stoutly maintained that the staying-on rate had risen rather than diminished, one head quoting impressive percentages; indicative evidence, not documented research – but of the latter there is none.

It is essential to see the arguments for the 11 to 16 school against the background of contraction. Secondary school rolls will fall till 1991 and the sixth form age group until 1995. The first argument, for which there is some basis in our research findings, is that an 11 to 16 school will have a better chance of maintaining its curriculum in these circumstances because it will not have to use staff earned by its main school numbers to support a small and shrinking sixth form.

Broadly speaking, and assuming post-16 pupils are staffed at 1:12, it seems as if there is some sort of watershed round about a roll of 1,000 in an 11 to 18 school, or at about a sixth-form entry. Well above that roll, the staffing earned by the over-16s may have a little to give to the main school. Below 1,000, a small sixth form with many teaching groups of fewer than five pupils must use some staffing strength earned by the pupils of statutory school age, if 10 or 12 A levels are to be provided. As contraction hits the successive intakes, the use of some staffing strength

earned by the 11 and 12-year-olds to support the fourth and fifth-year options, the special provision for the less able and the pastoral care arrangements – a normal practice – becomes increasingly difficult and curriculum constraints are bound to occur. They should be fewer in such a school without sixth form responsibilities.

In the 11 to 16 school, leading parts in such activities as music, drama and games will have to be taken by pupils of statutory school age, arguably a plus at least for the 16-year-old leaver. The retention of more, but smaller schools under an 11 to 16 system gives these schools the advantage of spare accommodation, though there are financial diseconomies in this.

The main leg of the argument, however, is the interest of the 16 to 19 age group. The clearly expressed preference of the students themselves for separate post-16 provision, as shown in the NFER study (1979) deserves more consideration than has so far been given to it. The rise in the percentage of the age-group in full-time further education, compared with the static position of the school staying on rate, reinforces this view.

From an authority's point of view, the educational and the economic disadvantages of small sixth-forms, with a clear expectation of a further drop in the numbers as successive age-groups diminish in size, must weigh heavily. How much more stimulating (as well as more economic) is the intellectual and social interplay in the sixth form or tertiary college, with its larger teaching groups and its wide range of subjects, extending in the latter case to vocational studies as well, than the small groups of the small sixth form, in which some pupils may have as little as half of their week timetabled at all.

To my way of thinking, therefore, authorities determined to sustain a system of good secondary schools, in the face of contraction in an area where schools are close enough together to offer a choice, have a clear alternative of either closing a number of schools and retaining 11 to 18 schools few enough in number to safeguard their size and their sixth forms; or keeping more schools open as 11 to 16 schools and setting up sixth form or tertiary colleges (whether the latter is to be preferred to the former is a matter for separate discussion).

True, there are compromises which can succeed up to a point, notably the combined sixth form of two neighbouring 11 to 18 schools. The chapter on sixth form arrangements which Nancy Taylor contributed to the second volume of our research report examined these matters at greater length and drew attention to some of the problems of cooperative arrangements, especially the sixth form centre; HMIs have also expressed some caution in this connection. The mushroom-top 11 to 18 school receiving pupils from neighbouring 11 to 16 schools, is fine for the pupils and staff of that school, but none too happy for the students coming in as strangers.

Let us, if we possibly can, seek above all the good of the boys and the girls themselves, concerning ourselves with both the leavers at 16 and the stayers-on. Schools ought not to be kept open or remain unchanged for the sake of the staff concerned, important though their interests are indirectly for the pupils. Long association with organizational change has convinced me that teachers, once a decision has been made, will teach as well and contribute as fully in a new as in an established situation. In the end, good schooling depends on that and not on the system; but in a time of contraction, changes are needed to enable all schools, and not just some, to be good schools.

*Dr Eric Briault is a former education officer for ILEA and the author of the research report "Falling Rolls in Secondary Schools".*

# Tough on teachers

One of the first surprises about 11–16 schools is that there are so many of them: nearly a third of all the comprehensives in England, if you count 12–16s in too. In 1980 that was 918 11–16s and 148 12–16s, out of a total of 3,279. So there ought to be plenty of material to go on, now that the question of a break at 16 has become such a contentious issue. Yet, as Eric Briault points out on the previous page, there has still been no real research.

One reason is that it would be both difficult and costly. Although there is a fair consensus on what the critical issues are – relating particularly to curriculum and staffing – it would be impossible to know how much of any difficulty is caused by the break at 16, and how much by other factors, without a survey which included 11–18 schools.

HMI in particular say that some 11–16 schools they have visited, though by no means all, find it difficult to attract teachers in shortage specialisms, or to maintain a full curriculum. But is that simply because they are too small, so that there are too few points to attract well-qualified department heads? Does the l.e.a. policy on staffing aim to protect the curriculum, or limit its choice through ring-fencing? Does a secondary modern history inhibit the specialists? Is it the sort of area where teachers will be attracted to live by the beauty of the scenery, or cheap housing? And how far will all those factors apply to the 11–18 schools as well?

*TES* reporters have not carried out a full-scale survey. But we have visited a fair cross-section of town, country and suburban 11–16 schools, of mixed grammar and secondary modern parentage. Some have been reorganized with a break at 16 as part of a carefully planned move to tertiary or sixth form college provision for the whole – or a substantial part – of an education authority. Others are in small pockets, left over when local government reorganization forced several different systems into one melting pot. Some are new enough still to be suffering the trauma of amputation; others of sufficient long-standing to speak with authority of their experience. Nevertheless, there is remarkable unanimity about what the heads and teachers in them have to say.

Our reports suggest that a break at 16 need not present any disadvantages at all to the children, provided that the 11–16 schools are large enough, and that links with the colleges are improved. However, it does look as if teachers' own careers structures will inevitably be affected, quite apart from the wistful regrets about missing all those lovely mature sixth-formers, and the cut and thrust of academic argument. Although it was once hoped that teachers would move in and out of the under-16 and over-16 sectors in search of advancement, there is very little sign of this happening. It seems that in the end teachers might have to settle for one age group or the other, if the country does go tertiary.

That apart, school size seems to be the crucial factor. If they take over 900 pupils, 11–16 schools should have enough Burnham points for Scale 4 heads of department and an attractive staffing structure, even without the bonus of sixth-form points. (And that leaves on one side the question whether Burnham will ever get its long overdue overhaul, to take account of this sort of reorganization).

There are, however, some 11–16 schools very much smaller than that, which will inevitably have a pretty limited choice in curriculum, even if the l.e.a. policy is to staff up for curriculum protection. In those cases it is common to find staff taking responsibility for two, or even more subjects, or to be combining subject with pastoral responsibility. Staff often seem on the young side.

But, although most heads missed the flexibility that sixth-form points can give, there were few signs that they were unable to attract the staff they need, especially now that jobs are hard to come by.

As regards the children, once it is established that their curriculum can be safeguarded with proper planning and school size, most of the tricky issues related to the sixth form role and the continuity question. Some schools say that the fifth form deserve the traditional responsibilities and freedoms of senior status, and wear them well; others are hard put to find prefect material. That is largely a matter of intake, rather than age. Extra-curricular activities seemed to flourish everywhere.

All the schools have formal links with the colleges they feed into, but perhaps not enough informal ones, and coordination on examinations seems difficult to arrange. Most schools seemed happy about staying-on rates, with reservations about the hard cases who might just have hung on with people they knew.

The most common experience in every l.e.a. visited was to find the administrators confident that the 11–16 system worked, the heads fully in support in spite of personal reservations about missing the sixth form, with the occasional teacher pointing out the snags. That must be par for the course.

Harrow

## Good for the greatest number

If Dr Rhodes Boyson, Minister for Schools, were to walk round the corner from his home into his local comprehensive, he would find a school without a sixth form, but with just about everything else to gladden his heart.

Dr Boyson, perhaps with a wry look at his mortgage account, was once quoted as saying that house prices in the area were £5,000 higher than they would otherwise have been because of their proximity to the school.

The school, Nower Hill High, Pinner, in the London borough of Harrow, is oversubscribed, boasts first class O level and CSE results, a host of extra curricular activities, prefects, a house system, a pupil-run school council that meets twice a week, planned exchanges with pupils abroad and has 87 per cent of its fourth and fifth year pupils studying a science subject.

Harrow reorganized its grammar and secondary moderns into middle schools, comprehensive and sixth form colleges in 1974 with its eyes open.

Michael Sansome, borough controller of schools recalls: "We did what you might call extensive market research at the time. We visited all parts of the country and then we went into our own schools and talked to staff and pupils to see how they felt about sixth form colleges, and in the main they welcomed it.

"We found that the older pupils actually didn't want to boss the younger kids. They wanted to be in an environment with their own peer group. The fear that younger children would lose out by not having the model of the older pupils has proved quite groundless, because the 16 year olds have accepted the positions of responsibility.

"Inevitably there were a number of teachers who said they were only interested in teaching at sixth form level or with some sixth form work and they chose the sixth form colleges. But surprisingly in a large number of the former grammar schools a high proportion of the staff wanted to stay in the 12 to 16 sector.

"We tried to establish high schools with eight form entry levels so that we could attract well-qualified teachers and offer a good career structure." Added to this the proximity to London and the relatively pleasant environment of the borough has always ensured that Harrow has never really had difficulty in attracting high calibre teachers.

Mr Frank Gristwood, head at Nower Hill since 1969, when it was a secondary modern, gives concrete evidence that attracting specialist teachers is no more a difficulty at a school without a sixth form than it is in an 11 to 18 school these days.

"Maths is one subject where it is alleged we have all the disadvantages of a 12 to 16 school. Out of 230 children 106 entered for O level. All but one passed, and there were 20 grade As. The rest took CSE with 8 grade ones and 93 grade 2 to 5s."

Two thirds of the staff have been at Nower Hill more than 10 years. Over half are graduates.

Close links are maintained between the school and the local sixth form college even to the extent of combining to play Rugby.

With the exception of the question mark over teacher-career prospects which was the only real concern raised by teachers in the borough, Mr Gristwood finds it hard to think of disadvantages of the break at 16.

"Having worked in three comprehensives in Inner London and one secondary modern here, I'm firmly convinced that the split at 16 does good for the greatest number. About 60 per cent of pupils go on to continuing education and the huge advantage to the children is the provision in the sixth form college which unviable sixth forms don't provide.

"If I wanted to find a disadvantage it's that I'm not as able to counsel as much as I would like for the very gifted child. In an 11 to 18 school you've got one or two staff in sixth form work who have that bit of extra time to give to individual children. It's harder for us but we still do it.

"Another is that when seconday moderns had their own sixth forms children often stayed on and never gained academic improvement but matured tremendously in that year. It was all about getting to know teachers and to trust them. I sometimes wonder if that small minority of youngsters can't jump the gap of changing institutions."

But as Mr Gristwood points out the area and parental support are vital in shaping any school whatever its age range. "It's a high ability area here," he says. "The majority of kids have their own room, centrally heated, and the books don't stop the chairs from rocking."

*David Lister*

Cleveland

## Delivering the goods on Teesside

Play your cards right", said the deputy head, "and you may get a game of snooker". But in the fifth year's new games room, they were more concerned about breach of privilege: "none of you are supposed to be in here without an invitation."

The top dogs at Hustler School in Middlesbrough are strong on their rights, but a bright and friendly bunch, and they let me come in anyway, especially when they heard about the connection with *The Times*: "Eh, eh, you've gonnn be laid off!" That broke the ice on Industrial Teesside.

Cleveland is an area where the strong tradition is to leave school at 16 and get an apprenticeship. Hustler's head, Mr Michael Brabin, was much more worried about his pupils' employment prospects than the break at 16.

It is noticeable, however, from the Cleveland statistics, that staying-on rates have risen steadily for several years, at a time when they remained static in the rest of the northern region. In 1978 and 1979, the last years for which records are complete, they were better than the average for the region (though lower than for England and Wales).

Cleveland was one of the first authorities to reorganize into 11 – 16 schools and sixth form colleges. They have been building up the system gradually since 1972 through two local government changes and massive comprehensive reorganization.

When Middlesbrough moved to a sixth form college system in 1974 they were helped by the fact that a development plan back in 1948 had grouped schools on four bases on the periphery (with catchment areas just the inner city). There are shared swimming pools and drama halls on the bases, and now one school on each is a sixth form college, though this doesn't seem to improve the links as much as it should.

The policy is to go for schools of 900 – 1200, with six to eight form entry. "Below four-form entry, or 600," says Mr B. J. Johnson, the senior assistant education officer in charge of schools, "it's not a comprehensive."

In spite of falling rolls they have kept most of their city schools at a viable size, but there are a few schools in country areas where numbers have dropped so sharply that the curriculum has been protected only by the authority's two-year-old curriculum-based staffing policy (roughly the same as curriculum-led, if you can get the resources).

Both Mr Johnson and his chullient chief, county education officer Mr A. H. R. Calderwood, are confident that their 11–16 system is well established and that they have no problem attracting the best staff. "We only have difficulty in the shortage subjects – like anyone else," says Mr Johnson, "especially craft, design and technology."

Middlesbrough and the industrial strip along the river Tees are not everyone's image of a dream home, so they don't always get a lot of applications for advertised jobs. But when teachers arrive they find cheap housing and beautiful villages, beaches and countryside, and they stay.

At Hustler School – roll 901 and seven-form entry – the head, Mr Michael Brabin, appointed a head of modern languages last term. So did Tony Kirk, at Warsott School – 696 on roll – in the village of Brotton. Both were allowed to advertise nationally, outside the Cleveland ring-fence. Hustler attracted eight applicants, short-listed a highly competitive five, and appointed someone with experience in both 11 – 16 and 11 – 18 schools.

At Warsett all five applicants were short-listed, but they were all graduates, and the lively young man appointed came from a Scale 2 post in an 11 – 18 school in Hull for the promotion to Scale 3. Only two and a half years ago the roll at Warsett was 1,300 and the job would have been Scale 4 but, almost certainly inadvisably, a new school was opened in the next village. Since then the staff at Warsett has dropped from 65 to 45, although they have been so generously treated that the pupil-teacher is now 1: 15.5.

Even so, the youngish staff are teaching second and third subjects – geographers are teaching history, the PE teacher taking European studies and motor maintenance, a craft teacher taking science, maths and social education. The heads of the RE and music departments are both year tutors, "but that wouldn't work well with the bigger departments," says Tony Kirk.

Only the Hartlepool area of Cleveland has no sixth form colleges yet, but the Section 12 notices went up on January 29. "Hartlepool is not delivering the goods," says Mr Johnson briskly. "There are small sixth forms and inadequate options. We have to put in extra staff to provide them with some semblance of reasonable provision."

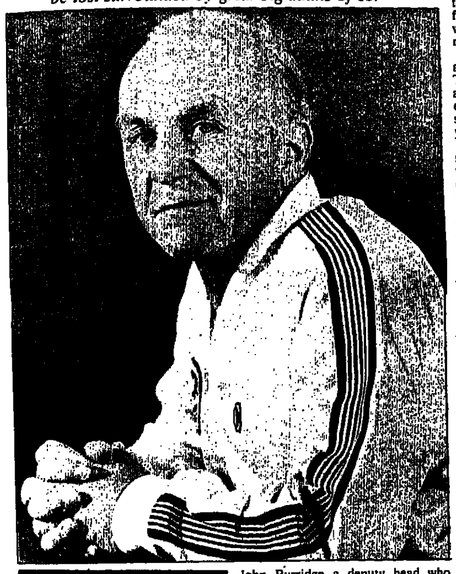
Mr Calderwood hints that the staying-on rate is not as good as the rest of Cleveland, but they are saving their fire on that for the Section 12 battle with Sir Keith Joseph.

*Patricia Rowan*

The Clock Club is one of the extra-curricular activities which flourishes at Thrybergh school, Rotherham (p 21)



Peter Heywood: *"some of my little kids of 11 would just be lost surrounded by great big adults of 18."*



Nottinghamshire

## A chance to be top at sixteen

If the school leaving age is 16, which it is, then all pupils should have the opportunity to be the most senior members of their school before they leave.

Peter Heywood, head of William Sharp school, Nottingham, is firmly committed to 11 to 16 schools and is particularly proud of his own.

Aged 39 and fresh from a training session with his prize-winning trampolining club, this ex-public school master was happy to philosophize. As a mark of respect for *The TES* he changed out of his track suit first.

"If education ends for the majority of kids at 16 it's high time we woke up and ran a system for 11 to 16s.

"We should devise our curriculum around that age group so that children are prepared for the real world, for work or sadly for unemployment, or for more education.

"I refuse to have it said that the brightest children are more important because they're not – they're all important."

He believes the 11 to 18 age range is too wide for one institution. "I happen to think it's ludicrous to make an 18-year-old attend assembly in the way you might insist an 11-year-old does.

"I was brought up in the 13 to 18 public school tradition and that seems to work all right. But some of my little kids of 11 would just be lost surrounded by great big adults of 18."

The school opened as an 11 to 16 bi-lateral – a secondary modern with a grammar stream – and is built in the middle of a relatively stable post-war council estate. After 13 years in the private sector Peter Heywood joined the school as head, and in 14 years has pioneered several things.

The school had the first integrated unit for the deaf in the country. It now has about 50 deaf children – some profoundly deaf – who all join in practical lessons with the rest of the school. There are 10 special teachers who teach core subjects but who are also always present when deaf children are learning in an ordinary class. All staff at the school have had a basic training in teaching the deaf.

William Sharp is on the same site as Bilborough sixth form college. "We enjoy a very close relationship," says John Burridge a deputy head who joined the school 15 years ago as a biology teacher. The school is delighted that apart from CSEs and GCEs the college has begun to offer City and Guilds courses and vocational courses with associated CEE subjects. In 1980, 95 per cent of fifth year pupils got placed either in jobs (56 per cent), college (27 per cent) or youth opportunities schemes (12 per cent).

In the mid-1970s, a youth club was built on the same site, attached to the school building. Peter Heywood and two other school teachers work there in the evenings with youth leaders. The trampolining club which trains in the school hall and in the youth centre, has just won the under-13s and under-15s Yorkshire and North Midlands championships.

The staff choose a head boy and girl and a deputy head boy and girl from the fifth year. Attempts to make all fifth years prefects had to be abandoned when a few refused to take duties, so they settled for three-quarters. There is a school council chaired by the head boy and girl.

## Streaming to save on staff

In the last six years Roland Green school has lost 400 pupils through falling rolls but it has lost no teaching subjects.

More than 20 staff have gone "relatively painlessly", according to the head, Mr Graham Richards. His one big regret is that the music department has only one teacher left.

But in the past two years the shrinking process has been helped by Nottinghamshire's policy to staff for the curriculum rather than on strict pupil teacher ratios. Introduced by the then Conservative council, the policy applies to all schools in the county, not just the 11 to 16 schools which exist throughout the city of Nottingham alongside three sixth form colleges.

Mr Richards has high praise for the liaison system with officers. Every head teacher in the county has special meetings at county hall to discuss the staffing and curriculum of their school for the coming year. In December he produced a statistical "curriculum study" as the basis for his meetings. It shows, for example, that to teach 175 periods of science from first to fifth year there must be 5.1 teachers.

Falling rolls, exaggerated by a local rehousing scheme, have left the school with about 630 pupils and 45 staff. The problems created prompted the head to abandon "setting" of classes in favour of straightforward streaming, which Mr Richards finds more economic.

It means that the five forms of entry are no longer mixed ability classes. They are streamed according to ability and have approximately 26 children in each; the fifth, remedial class, is much smaller than the rest. In this year's first year it has just 13 pupils.

Mr Richards argues that to set a mixed ability year into maths groups would require maths teachers, for example, to be available all at the same time. But since streamed classes can study all their subjects as a form and at a different time from each of the other classes, fewer staff are necessary.

The school was built 25 years ago as a secondary modern on 33 acres beside the River Trent. It has never had a sixth form and became an 11 to 16 comprehensive in the early 1970s, along with other schools throughout the city. The idea was to bus city children out of the Nottingham slums – euphemistically called "the Meadows" – to the flat fields of the riverside green belt. Most children at Roland Green still come from the working class Meadows area which was redeveloped in the 1970s as low rise modern housing.

The school says it has a fair range of ability but "with a very long tail". Under the old system very few children would have passed the 11-plus, Mr Richards says.

When the first comprehensive intake reached the fifth year two summers ago, he felt the results showed the school "hadn't let anybody down". Several pupils got seven or eight O levels and in the top form the majority got three to five O levels. Most of the rest – all entered for CSEs – got the grades expected of them.

Recently the school advertised for a biology teacher and got plenty of applicants – though not many with degrees. Several young graduates were rejected in favour of a married woman returner who had been a head of department.

"When I appoint I'm not looking for people with experience of A level work – it's experience at O level that's important," Mr Richards said.

The school's geographically isolated position means that former pupils staying on in education go to a range of establishments including further education colleges across the city and suburbs, as well as sixth form colleges.

About one in five fifth-year pupils at Roland Green can expect to be chosen by the staff as prefects.

"They must be children who have the respect of their peers since it's the unruly element in the fourth and fifth years that will cause them the most trouble. They haven't got the maturity that an 18-year-old might have." Miss Vera Brown, senior mistress, who has been at the school for 25 years, said.

There is also a small select group in the fifth year with the responsibility of running and accounting for the school tuck shop every day. "At the end of the year, if they've done the job well, we can absolutely guarantee their responsibility, reliability and conscientiousness – their references can contain superlatives," Miss Brown said.

The school has a fifth year common room where they can all make coffee and eat lunch. "They are very proud of it," Miss Brown said. "It's quite a serious punishment to be banned."

In the past few years the school has taken up the initiative of councillor Roland Green, a long-standing member of the education committee, to give city children the advantages of a rural environment and has set up a school farm. As a rural studies centre it serves other schools in Nottingham.

Some children find their rewards here. Stephen Inger, a 15-year-old, arrives at 8.15 am most mornings to help feed the animals – hens, ducks, a Welsh pony and two Jersey cows in calf – and to tend plants in the industrial-sized nursery.

"I just like being here. I'm growing plants at home, too," Stephen said.

Rural studies is a popular subject. All third-years take the subject and it is then offered as a CSE option.

The farm has become a focus for fundraising and for rallying the support of parents.

*Sarah Bayliss*

Somerset

## You miss the splendid arguments

Somerset was one of the few authorities to gamble on tertiary education when it first reorganized its secondary schools. With the advantge of time, and a properly thought out and supported policy, Somerset has made the system work, and work well. Not only has it a group of colleges that are acquiring a national reputation, but it has created 11 to 16 schools that believe in their own value.

Somerset does have some special factors working in its favour. It is an attractive part of the country and has had a rising population over the last 10 years. Falling rolls are not an immediate threat. More important, the schools have no trouble getting high calibre staff.

At Huish Episcopi School, in deepest rural Somerset, a recent vacancy for the head of the geography department had 220 applications. The school, which has a catchment area of 180 square miles of villages, hamlets, and isolated farms, started life as a secondary modern. After reorganization in 1975 it grew from 600 pupils to its present size of 1,130, and will continue growing until 1985.

Staff turnover is low, and many teachers date from the secondary modern days. But the original school had developed O level courses, so the changeover to an 11 to 16 school brought less upheaval than an 11 to 18 would have involved. All the English staff are specialists, only one of the nine maths teachers is not.

The head, John Saunders, admits that the curriculum is fairly straightforward, and that within a staffing ratio of 20:1 some classes tend to be too large. John Bryden, the senior teacher, is one of the 16 (out of 60) staff with experience of 11 to 18 schools. "I'm very happy with the broad curriculum," he said. "But we cannot allow as many sets as we did in my previous 11 to 18 school."

Both John Saunders and John Bryden admit that they miss the stimulus of sixth form teaching, but feel that the advantages of the break at 16 more than make up for that – for the pupils at least. "If you've tasted sixth form work there are times when you long for the splendid arguments you had with sixth formers," the head said.

As a result the school makes a deliberate effort to push their able pupils, and their academic expectations may even be higher than in some 11 to 18 schools.

It is the ability of the 11 to 16 school to concentrate all its attention on pupils in this age group, without the distraction of a sixth form, which John Saunders sees as one of the principal good points of 11 to 16 schools in their own right.

On the debit side, staff joining an 11 to 16 school are taking a risk with their careers. "When I made the change, I realized it had its disadvantages," John Bryden said.

Another traditional objection to 11 to 16s – that they discourage children from continuing in education by creating a break at 16 – most certainly does not hold true in Somerset. The answer lies in the high quality of the colleges and the strong links that the 11 to 16s forge with them.

About 60 per cent of Huish Episcopi 16-year-olds attempt O levels and last year 32 per cent went on to some kind of full-time education. This figure is steadily rising – it was 37 per cent in 1979 – spurred on by local unemployment and the growing attractions of the colleges.

Most go to Strode College, Street, and a small number to Yeovil or Taunton.

According to John Saunders, the school could theoretically have its own sixth form. "But we could not possibly offer what the tertiary colleges do in the way of curriculum, or the sparks they offer." A group of several hundred sixth-formers working together in one college were a real powerhouse. "The traditional sixth form cannot hold a candle to the tertiary."

Another positive advantage of an 11 to 16 school was the responsibility it gave to fifth-formers, a view strongly shared by David Speight, head of The Castle County School, Taunton. "I came from a grammar school to what was then a secondary modern, and what was most striking was the maturity of the fifth year. The prestige positions of captains and prefects are occupied by fifth formers. They are the stars in the school play, the leading footballers." The 16-year-olds left school better prepared to make proper use of college life, and most important of all, they all left school together with the same status.

The Castle School is rather newer to the system than Huish Episcopi – it only became comprehensive in 1978, and so still has a selective fifth year. This year it reaches its maximum size of 900, even though it is heavily over-subscribed. Situated in a modern building, it shares its site with the Somerset College of Arts and Technology, to which many pupils transfer at 16.

The school now has no difficulty getting very good quality staff, particularly since the growth of teacher unemployment. But Mr Speight is increasingly worried about the promotion prospects of young staff in the school.

For Mr Speight the greatest benefit of an 11 to 16 school is that its size and type can be planned in their own right. It does not have to be very large in order to support a sixth form. Nor does the sixth form occupy a disproportionate amount of the school's energies.

The price was less flexibility in staffing – over large sets are the main drawback at the school – and less well stocked laboratories and libraries.

*Philip Venning*

Hampshire

## The trauma of going topless

Around 1970, Basingstoke secondary schools went comprehensive, coeducational and topless all at once. For the old town grammars and secondary moderns, it was pretty traumatic. For the purpose built new 11 to 16 schools on the huge new London overspill developments, and the sixth form college, there was all the excitement of starting something new.

Harriett Costello was the old girls' High School in the town centre. In 1971 it took its first comprehensive intake. In 1972 it took its first boys. All but one of the heads of department took jobs at the new sixth form colleges. "A phase I'm pleased is over," Miss Ena Bloomfield, the head of history, who has taught at the school for 25 years, said.

Miss Bloomfield missed the sixth form. "They set the tone," Mr Bob Hargreaves, who came in as head from a Hillingdon all-through comprehensive two years ago, disagrees.

"I don't regret not having a sixth form. It's a sensible arrangement for an area the size of Basingstoke. Children get the advantage of a good range of courses and choices at sixth form level."

Most of the staff I talked to, at Harriett Costello and at one of the purpose-built estate schools, John Hunt, of Everest, fell into one of these two camps. Heads and deputies thought the schools could be made to work well. Several teachers regretted the loss of their academic tops.

The Basingstoke comprehensives were designed at a fair size – even with falling rolls most will stay over 1,000. They have been shrinking and losing staff. But both John Hunt and Harriett have a fully qualified staff, even in shortage subjects.

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"Someone up there loves me," Mr Hargreaves says. He has recently appointed a head of science from a good field, found teachers to cover maternity leaves in maths and French, and had qualified applicants for a post in business studies.

Mr Ken Riley, head of John Hunt since 1974, says that staff recruitment had not been easy until two years ago. There were only two or three applicants for posts, and occasionally they had to wait to find, say, a qualified mathemetician. Nowadays, there was no problem.

Both schools had started their 11 to 16 lives with a skewed age profile in the staffroom – at Harriett Costello, teachers were either old or young; at John Hunt they were young. The Harriett Costello staff have now levelled out: John Hunt are still on the young side. Twenty of the 56 staff there have never taught in any other school.

Neither head was in any doubt that after five years or so, staff who only have 11 to 16 experience are at a disadvantage when they apply for jobs in all-through schools.

The two schools have very different intakes. Harriett Costello still keeps the old grammar cachet. John Hunt, on a GLC overspill estate where families had more than their share of problems, always put great emphasis on the pastoral side.

At Harriett Costello this year, in a year group of 236, only a dozen children will attempt fewer than five CSEs. Some 27 per cent each year get at least five O level pass grades or CSE grade ones. At John Hunt last year 180 out of 240 left with five or more CSEs, and pupils collected a total of 236 pass grade O level and CSE grade ones.

Only one teacher I talked to felt that you are likely to teach O level courses better if you know you are taking pupils on to the sixth form. But one or two others at John Hunt felt that pupils without academic traditions in the family might do better staying with teachers who know them well.

Mr David Bailey, the John Hunt deputy head, disagreed: "College broadens their experience, it's less parochial. They get a much more varied and exciting programme than we can offer. And it's an advantage that their past is not carried forward."

It seemed likely that the 16-year-olds were getting a clearer view of their choices than they might if the schools were struggling to keep up their own sixth forms. The sixth form college and the Tech compete hard for trade in Basingstoke.

There was general agreement that fifth-formers were well capable of taking responsibility, and it was probably a good thing for early leavers to get a chance to do it. But there was still a hankering after that sixth form "tone". "It helps the school's image – what gets reported here is the headline-grabbers and trouble makers, not the successes," Mr Frank Nash, John Hunt's head of science, said.

There was a big consolation. Virtually all the teachers I talked to said that if they had to be type-cast one way or the other they preferred the variety life in an 11 to 16 school to the academic pleasures of a sixth form college. I had to choose between teaching my subject and teaching children", Mr Bailey, who taught maths and physics at the old boys' grammar, said. "I decided that I would rather teach children."

*Virginia Makins*

## Wigan

# A-levels at night to compensate

Set into the wall on the way up the main staircase are two flagstones. Gothic chiselling informs the curious that in 1707 John Lowe made a bequest to the school on condition that "the Schoolmaster would give his scholars five shillingsworth of cakes and ale every July 4."

Another bequest was made in 1748 by John Ashton of Liverpool on condition that "the Schoolmaster would instruct all his scholars in Religion and Morals the whole of the first teaching day of every week."

Grammar schools were never reticent about placing reminders of their ancient foundation round their buildings. But other than those two inscriptions little can be found within the walls of Byrchall High School to tell the visitor that until only three years ago it was the 400-year-old grammar school of Ashton-in-Makerfield dignified with age, a good reputation, a head who had been there 25 years and – a sixth form.

To be candid, the new 1965 buildings do not promote the grammar school image.

A mile away over the fields is the M6 and the gallops of Haydock Park. Four miles in the opposite direction across abandoned colliery flashes – the slag-pools left by subsidence – lies Wigan, where the plan to go in for sixth form colleges was hatched as soon as it was promoted from county borough to a metropolitan district in 1974.

Until then, Ashton was part of the Lancashire education authority. So was Hindley Green, another small industrial community three or four miles north-east of Ashton and with its own Hindley and Abram Grammar School, a mere 350 years old but with a more grammarian look about it than Ashton because of the solid 19th century stone buildings which front the road.

Hindley was reorganized in 1977 and, like Ashton, reorganized a year later, confusingly got a new name, Park High School.

Did two local communities just sit and watch as their cherished grammar schools both had their heads chopped off?

No, though resistance never seems to have been frenetic. Kevin Hampson, senior assistant education director, concedes, "When we first publicized the plan we had some lively public meetings."

Neither head disguises his own sentiments. David Teague, 42-year-old head of Byrchall, only since Christmas, 1980: "I was in the pro-sixth form lobby. Most people wanted to retain the sixth in an 11–18 comprehensive."

Has Trevor Snowden, 50-year-old head of Park since 1972, any regrets? "Yes, that I lost my sixth form. And if I was offered it back I'd say, 'By all means.' I missed them very much in the early days but we have adjusted to do without them."

In his five years there before the change, numbers in the sixth rose from 90 to 130. But he has not sat in his study gazing backward down the years. Park has already changed again. Since last year on his initiative the blue-bovered prospectus with its Latin motto *Prodesse* – "Do good" – announces that it is now a community school and already about 50 to the 78 members of staff are involved, remunerated for their evening work by the community schools allowance.

"We may not be offering A level courses during the day but now we can offer them at night," Trevor Snowden says.

In the event the old Wigan Mining and Tech dropped its "Mining" and had become something of an anachronism in a district that once had 20 pits and is now down to one or two – and became a tertiary college. A new sixth form college was also created.

How did the amputation affect these two grammar schools, institutions which were labouring Latin into the heads of Lancashire boys a century or more before either benefactors Lowe or Ashton got their hands down?

For Byrchall, it was complicated by some unhurrying official in London leaving the proposals for reorganization still lying in his "Action" tray when the school broke up for the summer holidays.

As Peter Shackleton, deputy head, puts it, "We didn't know in July what sort of an intake we were going to have in September."

David Teague sums it up: "We went comprehensive and lost our sixth form all in one day. We lost the head of physics, the head of modern languages, the head of maths and a deputy plus two economists.

"We were perturbed but the majority of their teaching time was with the sixth form anyway, particularly the economists.

"And it gave an opportunity for deputies to become heads of department who would have gone elsewhere otherwise." Altogether seven staff out of 53 went elsewhere.

Kevin Hampson maintains that, apart from shortage subjects, Wigan's 22 comparatively new 11–16 comprehensives have had no problem recruiting staff with good grades. "Scarcity seems to go in cycles. Two years ago it was chemistry. Now it's modern languages. We've had hardly any problem with maths and physics though we would have liked more applicants."

David Teague's experience confirms this. "We recruit maths specialists who teach maths and scientists who teach science.

"Last year I was able to interview six good honours graduates for a scale one English post. We had 70 applicants."

He sees unknown patches in the future, though. "At the moment we have people who have taught to A level and know what goes on, what's wanted. But in 15 years' time there'll have been little opportunity for staff to have taught to that level."

At Park High School, the haemorrhage of staff was more acute. Trevor Snowden said: "It created a great deal of soul-searching among grammar school teachers. Some decided their real interest was in A level teaching." From his 36 members of staff 11 left for the tertiary college, but none for the sixth form college at Winstanley. His emigrés included a deputy who became head of humanities at Wigan Tech and the heads of geography and English.

"The rest were junior in status. We recruited some replacements from local secondary moderns."

Even those who foolishly equate teaching ability with academic qualifications will find little ammunition here. Of Park's 80-strong staff, fewer than 20 are non-graduates. One of the few is head of lower school and another head of a faculty.

Of the 11 staff who went to the tertiary college, none have come back or shown signs of wanting to. But there have been several cases of teachers who went to the sixth form college and then wanted to return to 11–16 teaching.

But the staff at Byrchall and Park could leave if they didn't like the change, the pupils couldn't. How do the pupils feel? Both were very much for the change.

"One obvious consequence of a school losing its sixth form is to make the fifth form the men and women of the pupil body. Both David Teague and Trevor Snowden enthuse at the way their fifth formers responded. "Magnificent. If anything they showed a greater sense of responsibility in carrying out the various duties than the sixth did."

"In most cases they have risen to it and made a splendid team – as house captains, sports captains, prefects." – Teague added "we saw to it that what had been sixth form privileges passed to them: the sixth form tie became the fifth form tie."

About 50 of last year's 145 leavers went to the Tech (nobody yet calls it "the tertiary"), and the same number went to the sixth form college. Fourteen went to neither but carried on their education either in an 11–18 school or other FE institutions.

Talking to former pupils, Trevor Snowden found some would have preferred sixth form. "But whether they have gone to sixth form college or tertiary all seem to be thriving."

One thing saddened him, though. "I knew if it meant a break and starting again somewhere else that would put some off continuing their studies. When we had a sixth we had 75 out of 90 fifth formers going into it. Now, only about 55 out of 90 go on to college."

But the staying-on rate in Wigan as a whole went up last year from 23 per cent to 25 per cent of the age group. It will not be unconnected with the employment rate being slightly above the national averge.

*Bert Lodge*

## Clwyd

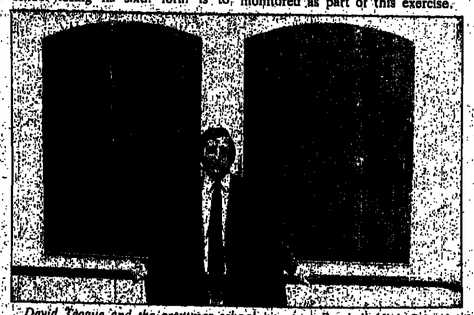
# Can the links be good enough?

The Wrexham system was set up in 1972 when the schools went comprehensive and Clwyd county council was established under the reorganization of local government in 1974.

Wrexham is the only education area in Clwyd to have an 11 to 16 school system feeding into a sixth form college, Yale, and a college of further education, Aston. Two years ago HMI did a survey into the efficiency of the Wrexham system and, although the results are confidential, the authority is believed to have been fairly huppy with the findings.

The main problem identified has been the break in continuity which has led Wrexham heads to claim that their pupils drop out of further education at a higher rate than pupils in traditional 11 to 19 schools. The county claims, however, that its own comparative study, the results of which are still being collated, appears to show a rate of almost 50 per cent of pupils staying on to the sixth form college or the FE college, virtually the same as that in the rest of the county.

Now the county is looking at its whole 16 to 19 provision. Its research and consultations are expected to take four or five years and Wrexham's performance is being closely monitored as part of this exercise.



*David Teague and the grammar school image at Byrchall High School*



# Unhealthy growth?

Mushroom schemes are those where 11 to 16 and 11 to 18 comprehenesives exist alongside each other, the sixth form of the all-through school spreading out, mushroom-like, to cover the smaller schools.

Beloved of Black Paper-ites and loathed by the Labour Party, they are often seen as a way of perpetuating the old grammar school/secondary modern split. Many of the reorganization schemes submitted by rebel Tory authorities under the last Labour Government were indeed thinly veiled attempt to keep selection going under cover.

Her Majesty's Inspectorate considered that the staffing and curriculum problems associated with 11 to 16 schools are accentuated in the case of mushroom schemes, where an 11 to 18 school enjoying all the advantages of greater prestige is clearly visible nearby. In their papers *Aspects of Comprehensive Education*, published in 1977, they described three main disadvantages: inferior status, lower Burnham count and difficulty for pupils in transferring on equal terms at the age of 16.

"The pecking order problem cannot be easily dismissed as a manifestation of social prejudice which can and should be overcome."

And the Macfarlane Report on 16 to 19 provision, published last year, was scarcely less critical: "... schools which have previously catered for the full range of age and ability may have to adjust to a reduced age range and to seeing their older pupils transfer to other institutions." That still may be the best solution for the pupils, but there are difficulties for the contributory schools, it said. Schools which retain sixth forms tend to have more prestige in the eyes of many parents and are apt to be the most popular first choice for pupils at 11 or 12. The residual schools then suffer both from failing to attract a due proportion of the most able pupils, as well as in limitations of staffing that go with both a smaller school and the absence of advanced work. Positive arrangements are needed to ensure that there is adequate cooperation.

The right-wing National Council for Education Standards, on the other hand, which is vehemently opposed to the complete break at 16 involved in sixth form and tertiary college scheme, believes that mushroom schemes are the only way of keeping good and economic sixth form provision going as pupils numbers dwindle.

So who is right? In addition to those trying to perpetrate a Tory plot, local education authorities have opted for mushroom schemes for a variety of reasons, including ease of reorganization, acceptability to local parents and cost.

## Suffolk

# Steering clear of the rocks

In Ipswich, Suffolk, they do not have mushrooms – they have lighthouses instead. That is the name given to the town's three 11 to 18 schools by the county's former chief education officer, John Hill.

"Lighthouse" is, understandably, not a term that appeals to the head teachers of the nine 11 to 16 schools in the area. "Where does that put the rest of us?" Tony Leach, head of Thurleston 11 to 16 High School, asks. "On the rocks?"

Before reorganization, however, all but one of the secondary schools in Ipswich were stranded on the selective rocks, with one large beacon – the Northgate Grammar School – glaring out over the whole town. Northgate had one of the largest sixth forms in England. The others had no sixth form at all

By 1974, successive Labour and Conservative rulers of the old Ipswich County Borough had agreed to reorganize local schools into 11 to 16 comprehensives with one sixth form college, based on the Northgate site.

When the new Suffolk County Council absorbed Ipswich, it planned to adopt the scheme. Then however, it took a detailed look at the building impilications and decided it was too expensive. So the lighthouse scheme was developed as a compromise and approved by Mr Fred Mulley, Labour Education Secretary, in 1976.

Perhaps because of that curious history, today's coexistence of 11 to 16 and 11 to 18 comprehensives seems to present fewer problems than elsewhere.

Parents certainly do not seem to rush to get their children into the three all-through schools, at Northgate, Westbourne and Chantry – nor does Northgate, seem to exert a destabilizing pull. With one or two exceptions who mutter that "Northgate is better for the academic child", the parents of Ipswich are still opting for the nearest school.

What do the schools themselves think? Mr Will Horsfield, headmaster of Westbourne 11 to 18 High School, is not surprisingly a supporter of the lighthouse idea for Ipswich. His mixed comprehensive of 1,550 pupils has now, in its final year of secondary modern intake, got a sixth form of 180. This autumn, when the first comprehensive intake reaches the sixth form, he expects that figure to jump to 250 or 300.

Of those 250, about 100 are expected to move up from within Westbourne. Most of the rest will come into the sixth form from the two feeder schools, Thurleston and Claydon.

So how do the sixth-form newcomers fit in? First, it has to be said that Westbourne makes great efforts to accustom the pupils from Thurleston and Claydon to their new environment – long before they actually enter the sixth form. The two Westbourne teachers in charge of the first and second year sixth visit feeder schools from the start of pupils' fifth year.

In January, pupils make a day's visit to Westbourne to talk to teachers of the subjects they wish to take in the sixth form. In March, they attend an open evening at the school with their parents. Then, once external exams are over in the summer, they spend a three-day induction period in Westbourne's sixth form.

"Come September, it wasn't too horrifying", says Carolyn Sawyer who came to Westbourne from Claydon School. "I knew the pupils as well as the teachers. I was slightly daunted but not by the school itself – more by embarking on A level."

Mrs Ann Hall, head of the second year sixth, says the only ones who have any real difficulties fitting in are those who apply late. She and the headmaster both stress that the atmosphere in the sixth form is almost like a college with a separate sixth form block and an adult approach to work.

Situated in the middle of the town's problem estate, which had a concentration of deprived and ethnic minority families, Thurleston had more than its share of trouble before reorganization.

Now however, the estate has improved because of a change in housing policy, its families have got older and the intake covers a broader social range.

The new head, Tony Leach, points out that the loss of a boped-for sixth form can have almost the same effect on staff as the loss of an actual sixth form. Himself the former deputy head of a 13 to 18 school, he has no doubts that he prefers schools with sixth forms.

"The sixth form's the cream topping, where you get your ultimate success", Mel Pinnock, head of the art department, remarks. "Now I'm trying to do by the fifth form what I used to do two years later."

Other staff at the school who came from all-through schools also find they miss their sixth-formers. "I didn't think I would but I do," John Williams, head of science, says.

Nonetheless, this 1,000-strong comprehensive has had no difficulty attracting staff. Its proportion of graduates – about half – is the same as Westbourne's and no subjects are missing from the curriculum. For the recently advertised post of deputy head, Tony Leach says he had more than 100 applications, at least 20 as well qualified as they would have been at his old upper school.

Of a group of six fifth-formers I talked to, none seemed to play much part in clubs and societies, although they said there was a club for almost everything you could mention.

What did they think of having to change schools for the sixth form? "If there was a sixth form, I'd rather stay on here", said Tracey Peake, who wants to take French, English and maths or history at A level. But Ian Harvey, who wants to take business studies and maths, said: "I'd rather go to college where they're all of the same age or older."

Mrs Ann Hall of Westbourne says that a lot of the pupils who enter the sixth form from feeder schools with few or no exam passes manage to get four O levels in their first year at Westbourne and then take A levels after a further two years. Tony Leach thinks this the natural result of an extra year of education for late developers. But Mrs Hall says the change of school has possibly done them some good.

In 1975, before reorganization, only a tenth of Ipswich's fifth-formers entered the grammar school's sixth form. Today, the proportion in the three lighthouse sixth forms is nearly a quarter and rising fast.

Would a sixth form college have been a better solution after all? Mr Leach says "we've got the next best solution. The worst answer of all would have been eight schools with uneconomic sixth forms."

*Biddy Passmore*

## Devon

# Only a mushroom would do

There was not really any alternative to a mushroom scheme in Newton Abbot, Devon.

A mixed grammar school and two secondary moderns, one for boys and one for girls, made three points of a triangle in the town itself. Then two secondary moderns were in the country outside, at Ashburton and King's Teignton.

Sixth form colleges had never been popular in Devon and a tertiary college – of which there were already two in the county – was ruled out because there was not an FE college to merge with. One huge comprehensive for the whole of Newton Abbot would have been a possibility but, by then, the county council was getting nervous of very large schools. In any case, it wouldn't have solved the problem of sixth form provision for Ashburton and King's Teignton.

Finally, the DES turned down a plan for four 11 to 16 schools feeding into a sixth form centre because they said it would be too small to be viable without being attached to a school. So, against his will, Mr Joslyn Owen, Devon's chief education officer, devised a mushroom scheme which was implemented in 1975, with the former grammar school becoming the 11 to 18 comprehensive.

Starting out from that sceptical position, he has made every effort to eliminate what he calls "mushrooming". An academic board covering all the schools meets at least four times a year to ensure that the schools plan together. It consists of the four school heads (the boys' and girls' secondary moderns merged into a single 11 to 16 school) together with county advisers and Mr Francis Danks, director of sixth form studies who is technically on the staff of all four schools.

Mr Colin Eynon, head of Coombeshead, the merged 11 to 16 comprehensive in Newton Abbot, admits there was initial disquiet among staff over the relative prestige of the two schools in the town. "But that was counter-balanced very strongly", he continues, "by the lift among staff at the prospect of receiving into the school pupils of higher ability."

In beautiful Devon, there is not much difficulty attracting staff and all the schools are of sufficient size – 800 plus – to offer good promotion prospects.

Mr Eynon, whose school has 950 pupils, says he was "swamped" with applications for the posts of deputy and senior master. But Mr Alan Saunders, head of the smallest school at King's Teignton, points out that he "has to do the same thing with less points to pay for it". Mr Roger Burton, headmaster of Ashburton School, which has over 900 pupils, adds that teachers from 11 to 18 schools will often come to 11 to 16 schools as heads of department.

Mr John Stunt, headmaster of the 11 to 18 school, says: "I certainly do find that I recruit a certain number of people who say they wouldn't have applied to an 11 to 16 school."

Parents seem to have had no trouble accepting the new scheme. No school has lost a sixth form and there is in any case a long tradition of going to the local school.

And what are the scheme's effects on the children? The heads of the outlying 11 to 16 schools can see benefits in the brenk. Roger Burton, who came to Ashburton after experience in four 11 to 18 schools, says: "One particular advantage is the maturity pupils can gain at the top of an 11 to 16 school."

Colin Eynon agrees. "We don't have a prefect system – that was banned before reorganization. But we do have year councils, of which the fifth year is the most potent."

Alan Saunders, head of the Teignmouth school, points out that the break at 16 forces his pupils to choose what they think is best for the next stage.

Most of his pupils, by long tradition, still choose the South Devon Technical College at Torquay rather than the Newton Abbot sixth form, while Ashburton sends more pupils to the sixth form.

The close links of the three ex-secondary moderns with the technical college will weaken gradually, according to Mr Eynon, head of Coombeshead. At present, however, the 11 to 18 school has little to offer the non-academic sixth-former.

For the present, the sixth form works very well for academic children. Even with the large numbers going on to Torquay, the staying-on rate is high, and, in Joslyn Owen's reluctant words, it "gets results".

The highest proportion – 70 out of 164 last autumn – come up from within the 11 – to 18 school, which is the largest school anyway. But Mr Danks points out that "Our three Oxbridge candidates this year all come from 11 to 16 schools."

Newton Abbot's mushroom scheme seems to work smoothly. So would Joslyn Owen now do the same thing again? "I doubt it," he says.

## Rotherham

# Brass bands for average children

Rotherham – "a pimple on the edge of Sheffield" – (that's how one resident described it), inherited part of its secondary system from the West Riding in 1974 after local government reorganization.

Consequently it has 11 to 16 schools with a sixth form college in the old Rotherham borough, and mainly 11 to 18 schools in the former West Riding. It also fulfilled a promise to three 11 to 16s made by the old county that they would get their own sixth forms. To confuse the picture even more, four old West Riding 11 to 16 schools feed into nearby 11 to 18 schools.

Thrybergh comprehensive, a former secondary modern with a voluntary fifth form is in a satellite village of Rotherham in the old West Riding of Yorkshire boundary. Its fifth form feeds into Maltby comprehensive, a former grammar school. Although the school is pleasantly placed among playing fields on a hillside, its catchment area is very poor and run down and it is designated as a social priority area school – "a lot of homes without books and parents who don't encourage learning".

The head, Mr Arthur Ghent, originally a Warwickshire man, has been here since 1965. Then there were 670 pupils, now there are 940 with 11 temporary classrooms and 53 staff. Not a very strong PTA. Mr Ghent is very proud of his achievement in getting a sports hall for the school as he felt it was needed for the community in this deprived area. Its squash courts are used by the public too, as is the Youth Centre – used during the day by about 100 children out of the 180 in the 5th year: those who will not be taking exams. some with poor attendance. some disruptives. It is still referred to as the RSLA unit.

Very few of the staff have sixth form experience. "But when they apply to come here they must know what the score is," Mr Ghent said. Five years ago he had some problems in getting the right staff and he still has difficulties with shortage subjects. But now he spends very little time on staffing. His Spanish teacher has a PhD and could be teaching A-level, he comments.

For a recent PE post he had 30 or 40 applicants, but a general science post only attracted seven applicants two years ago.

Liaison with the 11 to 18 school is good, the head says. Visits and talks are arranged and he thinks it a bonus that his pupils can opt instead for the sixth-form college.

Thrybergh has a prefect system in the fifth, but the 50 are selected, not elected. "It is good for them to have the status, Mr Ghent said At one time it was an advantage in the job market, but less so now.

Despite its SPA status and large number of non-academic pupils, the school does have its high fliers. "We've got two at Oxford and Cambridge at the moment".

The head is also rightly proud of his pupils' musical prowess. "Would you believe I have 100 – and I don't mean recorder players – out of 900 pupils with nine peripatetic music teachers visiting the school?"

Brass bands practice at lunchtime and evening. Clubs, too, flourish – even a "Clock club" where beautifully fashioned wooden and brass wall clocks are produced from scratch – design, gears, cases and all. Drama has a specialist member of staff and a studio.

Sports are strong too. Each year has its own football team; athletics and cross country running are popular; "One lad ran for England last year." Outdoor pursuits are also important. The school raised money for its own centre in Lincolnshire.

Thrybergh offers CSE and GCE and RSA typing and office practice and Royal School of Music exam up to grade 8. The average pass rate for all subjects is about 68 per cent for about 30 pupils in an O level group. About 130 of the year group of 180 take some exams.

Spanish and French are offered to CSE and O level, all three sciences, 80 per cent do craft, all do one humanity, a science, maths and English. "We can't offer economics, politics or more languages, which an 11 to 18 might have on offer, but we are catering, on the whole, for very average children."

Mr Ghent does not see any great problem in the "mushroom school" because of the good liaison.

In 1981, out of 182 in the fifth form, 20 went to FE college, 14 went to Maltby comprehensive.

*Diane Spencer*

# Courses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**Further information and application forms are obtainable from the Central Bureau for Educational Visits and Exchanges,** Teacher and School Exchange Department (Courses Section), Seymour Mews House, London W1H 9PE. Application forms should be returned to that address.

All these courses are additional to those advertised in the booklet "Short Courses for Teachers April 1982 to March 1983" organized by the Department of Education and Science and the Welsh Office Education Department and directed by HM Inspectorate.



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# Talkback

## The story's the thing

### Judith Sproxton

I have been teaching French to three children in our Warwickshire village, individually for half an hour each week. They were all girls aged from six to nine; they were all fluent readers, but had no previous experience of French.

I used no text book, but instead encouraged them to make their own. Each child devised a group of characters. They drew pictures of them and named them. Each child's book then took a different course.

The eldest child wanted to describe her characters in further detail, so she learned to say how old they were and what colour their eyes and hair were; all this she wrote in her book. The seven-year-old drew her characters a house and wrote down the names of the different rooms. The youngest child wanted to say hello to her characters, ask them how they were and make them reply.

As the weeks passed, each group of characters became involved in a story. The nine-year-old's youngest character got lost, so everyone went to look for her, and she was thoroughly rebuked when found. The seven-year-old's heroine went horse riding and fell off, which resulted in many gifts. The six-year-old's little girl dressed her dolls and put them to bed.

The stories were copiously illustrated and the children managed to write two or three each in the course of the year. The patterns the stories took were suggested entirely by the children; I merely told them how to say what they wanted, and intervened only to simplify a phrase in case they were too ambitious, although I was as discreet as possible about this. The children made their own vocabulary books, and enjoyed setting out the words alphabetically, having so recently learned the alphabet.

Inevitably, we came across fundamental grammar points; the construction of the negative, the gender of nouns and pronouns and the agreement of adjectives were covered in the work of all three children, but were only tackled when the needs of the story demanded. Verb forms were not presented in patterns, but explained when the need arose, and inevitably made a kind of pattern when entered into the vocabulary books.

By the end of the initial year, each of these children was able to compose a few simple sentences on her own, and to write them down accurately. The eldest child wrote a whole story independently, based on the work we had done, and which she adapted with the aid of a junior dictionary.

All the children composed their stories with as little help as possible, using the phrases and constructions with which they were familiar, without first referring to the English, or asking me. The content of their tales was of course very simple, but at an early age children appear less restrained with simplicity of content than does the older child.

The gender and agreement patterns appeared to pose no problem; the idea of gender in nouns struck them as amusing, and they enjoyed remembering the need for the extra *e* or *s*. It was possible for them to see these grammatical details as a game, and the young child's readiness to do things properly was a great help here.

Above all, the children were motivated by a strong degree of interest in work which was their creation, seeing the language they were using also as their own. The importance of this active involvement was the most impressive feature of their progress.

A year of conducting this experiment has convinced me that a child who is able to cope with the written expression of his or her own language is ready to tackle and even to enjoy the written as well as the spoken expression of another language. By concentrating on the oral aspect of language learning in early years, perhaps the child's newly found ability to be literate is neglected. This ability need not, after all, be confined to the mother tongue.

*Judith Sproxton teaches at the University of Birmingham.*

## Young black hopes

### George Richards

A recent study involved all 25 pupils of West Indian parentage in the entire age range of a middle school in Northampton.

I interviewed the children using a questionnaire of 22 questions, subdivided into three sections. The following is a sample of some of the questions asked.

*Children's view of their future*

- Regarding the situation in Britain, do you think black people are treated fairly?
- Do you feel secure living in this country?
- If you had a choice would you prefer to stay in Britain or would you rather go and live in the West Indies?
- How do you see your future in Britain?
- Do you think you will ever get a good job here?
- Is it more difficult for West Indian school-leavers to get good jobs?

*How the children see themselves in relation to their white classmates*

- How do you feel about yourself?
- Do you think much of yourself as a black person?
- Would you rather be white?
- Do you think black children are as intelligent as white children?

*School life and the curriculum*

- What do you think of your teacher's attitude to you?
- In your geography or social studies' lessons, have you been taught about the West Indies or Africa?
- We have learnt about great white heroes such as Christopher Columbus and Captain Scott. Tell me of any great black people you have learnt about at school.

Increased tension between the different races seems to have created insecurity among many West Indians. Seventy-five per cent of the children felt that blacks were not fairly treated, mainly on account of their colour. As many as 52 per cent of them said they felt insecure living in Britain. Sixty-six per cent indicated they would rather live in the West Indies, although most of them were born here and have never set foot in West Indian soil.

Fifty-two per cent forecast a job future, and a similar percentage do not expect to get a good job. Prejudice on the part of employers was blamed: 79 per cent felt it was more difficult for black school-leavers to find jobs.

All the children were found to have a positive self-esteem. Ninety-two per cent said they did not wish to be white. The rest preferred to be white only when they were called names in derogatory terms. All the children felt they were as intelligent as white children. Eighty-three per cent felt that their teachers cared about them.

In school, most wanted to see the curriculum changed to cater for their needs. Ninety-one per cent said that neither the West Indies nor Africa was ever featured in any of their geography or social studies' lessons, and 96 per cent said they were not taught anything about great black people in their history lessons.

*George Richards teaches at Farley Junior School, Luton.*

## Poor forecasting

### Harry Seddon

A recent article in *The TES* suggested that teachers were unduly pessimistic when predicting A level grades for UCCA. At the time I had just completed a five-year survey of forecasting accuracy within my own school. This is a mixed, rural comprehensive with some 1,100 pupils, of whom more than 100 will be in the sixth form. The pass rate at A level varies from 81 per cent to 88 per cent, staff turnover is low, and the teachers making the predictions are all very experienced at A level.

We have tended to pride ourselves on realistic predictions in the circumstances, the accuracy level of 42 per cent for boys, 35 per cent for girls, came as a rude shock. Surprisingly, art proved easiest to forecast; history and geography the most difficult. Mathematics predictions proved more accurate than those in the arts field. Forecasts of a Grade C pass were particularly inaccurate, with a success rate of 26 per cent. Over-estimates occurred in 40 per cent of cases involving a higher proportion of girls than boys. We did however under-estimate in 21 per cent of cases, mainly in the non-science area. The apparent underachievement of the girls may well be due to our unconscious reaction to their tendency to appear neater, more careful and better motivated than the boys.

I have examined the possibility of using forecasting at four levels: good, comfortable, and borderline pass, together with likely failure. The success rate would have been in excess of 60 per cent in the good and borderline areas, but drops to 20 per cent accuracy for the comfortable passes.

Obviously, one purpose of this kind of investigation is to learn from it. When asked, colleagues usually blame inaccurate forecasting on the eight-month gap between forecast and examination, together with the lack of consistency in papers, leading to good and bad years. Both of these are acceptable reasons, as is the natural reluctance to damn pupils in advance. Equally important in my view is the fact that our forecasting pattern has not matched the pattern of actual results. The Oxford Local pattern is for a fairly steady percentage of pupils in each grade, with the exception of Grade C passes, which can constitute as little as 5 per cent of the total. Our forecasts tend to peak in the C/D region; our subsequent inaccuracy is thus to be expected.

Our concern now is to make things better next year, and obviously distribution of grades will be on our minds. Most colleagues feel that mock A levels offer the best guide to actual performance, but these come too late in most schools. We intend to look again at the rather casual examinations given at the end of the sixth year. Given more status, these could well be an alternative to mocks as a guide to A level performance.

One consolation for us is that our predictions do bear a strong relationship to the degree results obtained by our pupils, whatever their A level significance.

*Harry Seddon is director of studies, Malmesbury School, Wiltshire.*

# review

# Abandoned overseas

***Bernadette Folliot** on child emigration*

**Children of the Empire. By Gillian Wagner. Weidenfeld and Nicolson £10.95. 0 297 78047 6**

During the 60 years from 1868 to 1928 nearly 88,000 children were sent from Britain as semi-voluntary emigrants. This is perhaps the most extraordinary statistic in the history of child emigration from the transportation of juvenile delinquents to Virginia in the early seventeenth century to the evacuation to the Dominions during the Second World War. It is extraordinary not only because of the huge number of more or less helpless children involved, but because by and large it was organized by good Christian men and women, with the intention of rescuing them from poverty and neglect in Britain's larger cities.

Compared with urban squalor and vice, the wide open spaces of the Empire suggested purer morals and purer air. Moreover the colonies were underpopulated. There was plenty of room for a thousand or so youngsters a year, and there was a permanent demand for domestic and farm labourers. So the children would soon settle down and earn their keep.

Two women were outstanding. Maria Rye started by trying to create more jobs for women (though she did not think they should have the vote). She branched out to Canada, Australia and New Zealand in 1861 with her Female Middle Class Emigration Society, escorting the emigrants herself, and this experience led to the purchase in 1868 of a house on the United States-Canadian border for 120 children whom she took from the workhouses. Annie Macpherson was a revivalist convert who worked for the poor in the East End of London. While staying with relatives in New York she visited the various missions there and was inspired by the work of the Howard League for Children in transferring the destitute from the city to the countryside.

The best known child philanthropist of the nineteenth century (apart from Lord Shaftesbury) and the one who sent the largest number of children (26,790) to Canada was Barnado. To this day there are Barnado homes in both Australia and New Zealand – but for local children only.

These people and their organizations, and many many others, attempted in all sincerity to remedy and immense evil of child poverty and neglect. It was too big for them. Gillian Wagner, biographer of Barnado, is remarkably dispassionate in recounting the obvious and necessary weaknesses of organization and care when such large numbers and distances were in question: the overcrowded ships, the rigours of the Canadian winter, the haphazard supervision of foster homes, the exploitation of helpless youngsters, above all the emotional deprivation of life without a real family. Was it worthwhile to enduro this in a strange land instead of in Britain?

The philanthropists thought so, and rested their case chiefly on two principles, neither of which carries exactly the same weight today. The first was the religious duty (reinforced by sanctimonious sounding publicity) to save these brands from the burning. Once the children had been abandoned overseas, however, their moral welfare depended on the goodwill of their foster homes, and this was not always forthcoming.

The second principle was the duty and privilege of peopling the empty spaces of the British Empire with British people. This too was proclaimed with religious fervour.

*Gillian Wagner's minutely researched book (she has interviewed survivors of the system as well as combing the records) is about child emigration to all parts of the Empire, though Canada occupies the largest place. She is to be congratulated on her exposition of a problem which, in this age of refugees, is still very much with us.*

# Internal advice

**The Witch Herbalist of the Remote Town. By Amos Tutuola. Faber £6.50. 0 571 11703.**

Even Amos Tutuola's earlier books have not given me so strong a sensation of being nine or ten again and hearing, for the first time, passages read from *Pilgrim's Progress*. Bunyan by trade was an English tinker, who happened to be a great writer: Tutuola happens to be a marvellous writer, who by trade is a Nigerian coppersmith. The imaginations of both, drawing but improving on great traditions, are sparked off by the thought of difficult journeys: and also by the prospect of inventing curious monsters, figures out of what are essentially moral dreams or nightmares. The morality is more formal in Bunyan: but when Tutuola devises the Abnormal Squatting Man of the Jungle (whose stomach, pierced, gives out paralysing blasts of freezing air); or the Crazy Removable-Headed Wild Man, he is doing precisely what Bunyan was doing when he invented Giant Despair or Apollyon: creating fearful and thrilling obstacles to the successful prosecution of the hero's journey.

In this book, the hero is a hunter from Rocky Town who sets off to consult the witch-herbalist about the sterility of his marriage: a fearful six-year journey. Though some things happen in "a sixtieth of a twinkling", six years is six years: as with that other journey of Christian's, part of the power of the tale lies in the crushing sense of time. The Yoruba equivalent of the Christian morality of *Pilgrim's Progress* lies in the hero's mental and spiritual equipment: which (and one thinks how science and folklore increasingly appear to echo each other) resembles that of an astronaut. He has first and second minds, the one on the left being less reliable but more imaginative, the one on the right extremely reliable. There's a third partner, "memory", and a fourth, "Supreme Second", which is totally invisible but occupies, as it were, the ultimate fall-back position among computers.

In short, Tutuola's hero is bizarrely steered: but as at every encounter he aides chip in with good or bad, bold or trembling advice, one sees that this division of the soul, the brain, the human awareness, is fairly complete, and represents a fairly thorough account of that conflict of internal advisers that directs any of us through any day, however ordinary.

Nothing ordinary in Tutuola, though. A great journey, and a great conclusion (the hero's provided by the witch-herbalist with a miraculous soup, which in the end makes his wife pregnant: but he can't help taking a sip of it himself on the way home, and his own pregnancy constitutes a problem). The language is wonderfully stirring and odd: a mixture of straight translation from Yoruba, and everyday modern Nigerian idiom, and grand epical English. The imagination at work is always astonishing, some scenes quite marvellous (one, for example, in which ropes lower themselves from the sky to hook a shadow); the language often curiously splendid. And this, into the bargain, is folklore not resurrected, but being created fresh and true in the white heat of a tradition still undestroyed.

**Edward Blishen**

# Spots and stripes

**Where the Leopard Passes. £2.50. 0 7100 0863 5. The Singing Chameleon. £2.95. 0862 7. The Hunter's Cave. £2.95. 0861 9. The Long Grass Whispers. £2.50. 0860 0. By Geraldine Elliott. Routledge and Kegan Paul.**

In the days when people in Africa only killed animals to defend themselves or to eat because they were hungry, they all lived in the same kind of world. The animals were just rather different people, behaving in the same way as humans because, after all, that is the only way to behave. Their lives were enlivened by the same rituals, the everyday need for food and the occasional feast. This way the animals come into the stories and proverbs of many African people and deeply into their speech, including Nyanja, the main language of Zambia. In the old African society a person who cannot use plenty of proverbs in his speech is considered uneducated and older people are full of stories, some about real heroes or villains, but most in which it is the animals who point the moral.

These four books are as crammed with good stories as an African grandmother. Geraldine Elliott knows her Africa, proverbs and all, and tells everything straightforwardly. They are easy to read (or to read aloud) and have plenty of pictures that match perfectly. There is rather more description of background than there would be in Nyanja, enough to bring it all out vividly for children who have never seen the beauty and variety of African trees and flowers. I suspect the author of being a good field botanist and observer of animals, especially the chameleon who comes into a good many of the stories.

The main hero is of course the rabbit, Kalulu – in Botswana it is his cousin the spring-hare. Both of them are, in a sense, common man who is often threatened but always wins when Lion and Elephant, the Chiefs, are too lazy or stupid to see through him. There are other clever small ones, bee and beetle and tortoise, but we see nothing of the west coast hero Anansi the spider. Baboon and hyena are village enemies, the baboons wrecking the crops, the hyenas stealing babies.

Some of the stories are "Just So", explaining how the leopard got his spots or the zebra his stripes. Doubtless some of the animals are intimately connected with people; among the Bakgatla of Botswana it is always lucky to meet a monkey – rarer in these days of big roads, trucks and cars – for he is our tribal token and friend. These books have the same feeling. I shall send them to some of my tribal family, who will, I know, find them more congenial than Baa-baa-black-sheep and for that matter Janet and John! Warmly commended over here too.

**Naomi Mitchison**

# Zulu tradition

**Anthem of the Decades. By Mazisi Kunene. Heinemann Educational £3.50. 0 435 90234 2:**

**The Slums. By Thomas Akare. Heinemann Educational £1.95. 0 435 902415.**

Ten years ago Mazisi Kunene explained why he called a collection of his verse *Zulu Poems*. It was because the tradition of Zulu poetry was not one concerned with the expression of the separate self. "Where individualistic societies read 'I', this philosophy requires one to read 'I on behalf of'." *Anthem of the Decades*, a tale of the creation of man and of his adjustment to the conditions of earthly life, is original in the form it takes, but draws upon the established insights of Zulu cosmology: and in his introduction Kunene adds to, and deepens, his earlier account of the nature of this marvellous tradition.

It was oral, and majestically so: audiences might number as many as 100,000. But this, Kunene urgently stresses, did not make Zulu literature merely the opposite of a written literature. Its oral character sprang from the desire to involve the whole society in shared thought, a common exploration of ideas rooted in story: and it rested confidently on the character of the language itself – which even an outsider, mouthing some of the words and phrases quoted, can see is profoundly orchestral in sound, flutes and trumpets and drums.

If to a European the idea of mass thinking aloud suggests some sort of canted conformity and the loss of the subtle daring of single minds at work, then a reading of this long poem will come as a surprise. To powerful narrative and a great feeling for physical beauty it adds much subtlety, and indeed much careful probing of the doubtful and uncertain. Kunene says he struggles against cold colonial simplifications, which carelessly saw Zulu poetry as some form of barbarous hooting saga. No such idea of it could survive a reading of *Anthem of the Decades*; and I hope no one will be put off by a title that, in English, may sound untempting.

Thomas Akare's *The Slums* is a bitterly readable and disturbing story of life in Nairobi – among young men and women whose homes are the wrecks of motorcars, and young women whose only hope, but that isn't the word for it, is to be "two shilling prostitutes". With a bitten-off eloquence it looks back on the establishment of *uhuru*, independence, as a fraud, and forward to the downfall of "the black men at the top". "We will avenge it on your children. Yes, that will be. No joke."

**Edward Blishen**

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# Pride in their roots

**Rani Dubé, a leading Indian film maker, on her hopes and fears for the Festival of India**

India House is ringing with a new sense of excitement and anticipation at the advent of the Festival of India which begins on March 22. There are high hopes of great achievements; it should perform miracles in creating better understanding and goodwill between the people of the two nations. It should help with tourism in India, and maybe even achieve new trade links. It should also inspire a sense of pride among the Indians living in Britain, and if it were to generate such a feeling, then that feeling would act like a saviour and calm a lot of turbulent waters in the immigrant-dominated areas.

It is desperately important for an immigrant child growing up in this country to feel pride in his roots: this is the emotion which will help him survive the rejection that he invariably faces. Pride comes from true knowledge. It is therefore important that the children of immigrant families should have, as part of their school curriculum, the teaching of the logic behind their rituals, festivals, customs, costumes, etc. Most immigrant families left India two or three generations ago and their knowledge of their own roots is sparse. When their children today demand a logical explanation for reasons behind certain beliefs and practices, all that they are capable of giving is a vague shrug and "it is in our religion".

Let me give an example: If a young English child asks an Indian "Why do you not eat meat?", the Indian child gives the answer that his parents have given him – that is, the old "it is our religion". The English may wonder quite rightly, what kind of religion it was which interfered even with our food. If, on the other hand, the Indian child knew and was able to say that vegetarianism became common practice in India after Buddhism came into existence about 2500 years ago; the reasons were that a society came into being as long ago as that, which believed that to kill – even for eating – was wrong. Before the spread of Buddhism in India, vegetarianism was limited to certain holy men to choose to eat only "Satvik" food. "Satvik" stands for pure and simple food, vegetarian in content, not fried or highly spiced. The Hindu has always believed that food affects thinking; therefore simple and pure food gives an ability to concentrate easily and makes it easier to reach God.

A logical explanation such as this will make it difficult for anyone to use at least this difference against the immigrant community during a moment of frustration. Forgive an almost naive illustration but perhaps it needs to be so to make a simple point.

A festival of this kind, organized and publicized properly, could be a godsend. There are, however, ominous rumblings. Some of the visiting Indian artists claim to be unable to make the best of their visit to England. Their names were decided so late that it was impossible for them to get suitable concerts arranged in Europe. One can imagine the pressures which must have been applied, the strings which must have been pulled. Hundreds of years of insecurity are difficult to get rid of; Indians still react to opportunity as though it will be the only one ever offered them. Therefore it becomes essential for each person to try and make use of this and at the same time spend vast amounts of energy to keep any rival out of the limelight. Divided like this we only damage ourselves.

The British Establishment doesn't help much either. Over the last 25 years I have come to realize to my horror and shame that it prefers to encourage and nurture either the "whiter-than-white" Indian or the subservient one. The immigrants that the English seem to love most are either the ones about whom they can say "he or she is one of us . . . you know, polo playing, gymkhana club, public shool educated type" or the one who is successful in terms of money but can be easily dominated. If an immigrant is "one of the boys", then he has nothing alien to say anyway, and if he is of the successful and ignorant kind then he has no opinions.

The Festival could help to wipe out these remaining traces of the British Colonialism – provided it is not smothered and killed before it blossoms by our own thoughtless and greedy hands.

# Movement and tradition

Dance by pupils is no longer a matter of mimicking professionals in an amateurish way. Timothy Lamford reckons that 95 per cent of the performance by the third year at Sneyd community comprehensive school in Bloxwich, Walsall, was created by the pupils themselves.

This pilot scheme, funded by the Arts Council and the local education authority, put the Spiral Dance Company, of which Mr Lamford is the artistic director, into the school for three weeks, during which time there were workshops for the staff and for the pupils of this and other local schools. The company itself gave two public performances of its own work.

Motivating the pupils was not easy – both Mr Lamford and the composer for the project, Jeffrey Wilson, said so publicly. Dance had not been a natural element in the school's life, though Sneyd seems to have been chosen for its general adventurousness and the likelihood that the project will be followed up – they are hoping now to appoint a dance specialist.

For its public performance in the school hall, the pupils were introduced to a coherent medley of folk traditions: the Cotswold Morris Dance, with its hobby horse, the once widespread appearance of Spring's Green Man, and the Cornish May Day horse, the Padstow 'Oss.

The Padstow ritual gave the performance its overall structure with, first, the eerie night-time anticipation, followed by the dawn collection of greenery, and finally the exuberant procession of the swirling 'Oss. Both the dance and accompanying music – played and sung by pupils – was an interesting interweaving of tradition with movement and sounds expressing emotion.

Not least in this sensitive and happy presentation was the fact that the performance was preceded by a 45 minute technique class on stage and a verbal introduction to the performance by the choreographer and composer, and followed by a question and answer session at the end. Every school should have this tremendously enlivening experience.

Meanwhile, in the theatre-in-education business, the Belgrade Coventry team continues in a class of its own. I am beginning to see the vital recurring pattern in their work: in bloody awful situations (I give you the accurate flavour) young people get caught in the moral crossfire. They have demonstrated this in domestic tugs-of-war and in Northern Ireland, for instance, and now, in Send them back, the racism question is projected on to the pre-war East End of London.

So boys at Caludon Castle school saw in the play teenagers like themselves, a Jew and a Gentile, forced out of friendship into hatred. The morning session leads up to the "battle of Cable Street", then in the afternoon the pupils question the actors, in character. Finally the pupils, including Asians and West Indians, discuss how they feel about it all.

**D. J. Hart**

# Harmony and rhythm

**Dance 'n' Drums.**
Colston Hall, Bristol. February 12.

Ekome stands for unity, and Ekome Arts, a Bristol based music and dance company, obviously stress the significance of this word in their work with young people. A great sense of unity – in terms of commitment to and involvement in the learning of Afro-Caribbean art forms – was communicated with force by over two hundred school children in *Dance 'n' Drums*.

The children, aged between seven and fifteen, come from seven infant, junior and secondary schools in the Bristol area where workshop sessions have been held by the Company for the past five months. These practical sessions have included in examination of some aspects of African culture – predominantly those connected with the music and dance of the country – and also basic instruction in skills such as tie-dyeing, used very successfully by the children to produce simple but colourful and effective costumes.

The evening's entertainment was a way of sharing these newly acquired skills with the public and it turned out to be a huge family celebration as the audience of over 2,000 people greeted each item with tremendous enthusiasm.

The very confident and competent creation of music by the children and their uninhibited performance of dance as they responded with obvious enjoyment to the dramatic and changing rhythms of the drummers highlighted the success of the course.

Two groups of advanced students, the Fizalen Group from Cardiff and the Uzuri Binti Group from Reading, who have worked with Ekome for over a year, added variety to the programme as did the Ujamaa Players, a group founded at the University of Ghana, whose awesome and intense ritual performance was in strong contrast to the lively material presented by the schools.

A surprise item on the programme was a dance performed by the teachers involved in the project, most of whom were wooden but willing, and revealed that they too had benefited from the sessions in spirit if not in body.

The evening culminated in some very exciting festival dance and music from Ekome who generate a great feeling of friendship in their work. Their aim to create harmony between people of different cultural backgrounds through the sharing of work and ideas has been promoted by the success of this pilot project.

**Barbara Braithwaite**

*The project has been funded by Avon Education Authority with contributions from the Arts Council of Great Britain and the Bristol Council for Racial Equality.*





# Protest. Be angry. Act now

**Jenny Oldfield samples a fortnight of self-help programmes**

"If you show something is wrong . . . something will in fact be done," Nigel Evans said in defence of his secret filming for *Silent Minority*. The fly-on-the-wall documentary discussion began on Ludovic Kennedy's *Did You See?* (BBC2), and continues. How can television activate public conscience without acting as god?

"Talking has got us nowhere," contrariwise, said Schools Against the Bomb in **Open door** (BBC2). Protest. Be angry. Act now. Don't let the documentary talk confound you. Involve yourself in Social Action Broadcasting. Make your own programme, ring up the Telethon, volunteer. This is the message of self-help programmes, the function of the BBC Community Programmes Unit, and the purpose of the involvement of CSV since 1975 in *Reports action* and *Help!*

Remember Bob Greaves's hard-sell, the flashing scoreboards of Granada's *Reports Action?* Six thousand people volunteered for the Samaritans in July 1977. £370,000 was raised for the British Kidney Patient Association in 1978. Self-help hit peak viewing times and ITV committed itself in October 1981 to one hour per week of local social purpose broadcasting. "Involvement" replaced worship as the Sunday commandment.

Some of these programmes are bad; poorly presented, cobbled together, with no money behind the mouth. Parents of handicapped children would get little effective support from **Accident of Birth** (BBC1), which gave an unjustifiably optimistic overview, lacked bite and structure. Peter Mittler complained of the quality of services for people of 16+, but despairing relatives were not shown enough of the Portage Scheme to put it into practice.

In **Good For Business** (BBC1), Michael Dean showed top men at Corals discussing bedroom design in a £4 million takeover. More realistically, at the same time in **Be Your Own Boss** (Yorkshire), Henry Cooper recounted the "banana skins" in starting up business as greengrocer, farmer, model, mechanic. Catchy signature tune, friendly megastar ("I knew a bloke once . . ."); these seen to be the style of self-help programmes.

**So You Want To Stop Smoking** (BBC1) had the sprinting / walking / kissing / Superman title sequence, and Miriam Stoppard. Sweet and didactic, she investigated Ann, Sam, Lil and Eileen's progress and weight problems. "Think of something else, go for a walk"; but not before the programme finishes. One week, Michael Palin, the next, self-helper Esther Rantzen, smugly explain how they resisted the weed. But death in the family, a celebration may tempt you astray. "Think ahead", and send for the BBC booklet.

Another leaflet backs up the BBC1 series, **Couples**; a turgid look at relationship problems, flatly presented by Gay Search, relying exclusively on interviews with random couples. Ada bowed to Frank as "leader", the "dominant partner" in their 46-year marriage, but she did all the talking. Graham and Marti, unmarried, behaved as if they were. What help here for the one in four marriages ending in divorce? What new insight? Only Mary, the strong, articulate lesbian, did hereself down in these programmes in saying, "I am very, very ordinary."

In contrast, **Money-Go-Round** (Thames), rattles along apace. Tony Bestable's concise, energetic investigation of consumer complaints, and Joan Shenton (from *Help!*) sharing the links, emphasize the potential impact of pressure programmes. They publicized cheap car buying in Belgium, now a government initiative plans to make it easier. A Nottingham woman entrant in the sardonic "Dampest House in Nottingham Competition" has since been rehoused. But the "back later" format had us constantly dashing to the vegetables in the £199 pans. Muddle; then triumph for AMC No-Water Pans.

Drama of a different kind in **Parents and Teenagers** (Central), with improvised dialogue between actors on the generation-gap problem. Stereotypes all. Pink Floyd and Police played us in, but the discussions gave the parents too much time. One mother's omnipotent smile as she talked of "trust" and depicted rose-coloured family life was especially chilling.

**Out of Court** (BBC2) brought back Nick Ross and Jane Walmesley to explain the law to laymen. Nicely balanced between a "woolly waffle" cohabitation contract – "sulking is verboten" and the piano notes are equally divided – and a sharp look at professional lobbyists paid by big corporations to influence MPs, you had to concentrate here, but the information is substantial and the knowledge brings power to the people.

So does putting the media directly into their hands. Public Access Programmes may be so dire in their presentation that the power to persuade is strangled at birth. But **Protest and Survive** *(Open Door* BBC2) found strength in its amateurishness. Schoolchildren were angry, afraid about the Bomb; "they're just writing me off", "I can't vote, I can't do anything about it except protest". They showed up the Patrick Allen narration of the government commercial to be the absurd sham it is. They found support from Michael Howard, Frank Barnaby, David Owen. They showed politicians shaking hands, and extracts from *The War Game*. Community Programme Unit people, Madeline French and Ann Murray, helped make this excellent use of television.

And **Grapevine** (BBC2) finished with a survey of its own usefulness. With Jeni Barnett to batter us into submission and prod us into action, we looked at local self-help initiatives; playgroups, radio stations, waste-savers, tool-renovators. A rapid trot through the values and qualities needed to establish voluntary groups stressed "cheek, neck, nerve", flexibility, dedication, mutual support. This was historically supported to reveal the political force of self-help. Samuel Smiles, remember (but not often).

If you have a cause, plus above qualifications, you can use *Grapevine* in the autumn. See where it gets you.

# Afternoon music

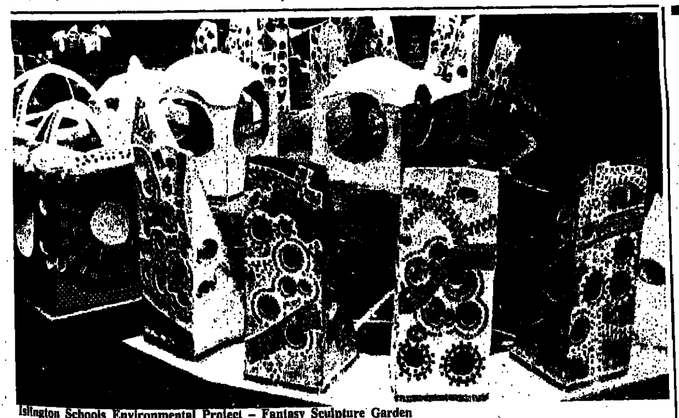
The London Symphony Orchestra have made the first moves towards offering a specifically educational slant to their new marathon of music making in their new home. On three Sundays in March, sponsored by the Ladbroke Group, they will present a series of afternoon lecture concerts which will be televised live on BBC2.

On March 14, Mozart's K 595 Piano Concerto will be played by Rudolf Serkin under the baton of Claudio Abbado; on March 21, Yehudi Menuhin will conduct Beethoven's Third Symphony; and on March 28 Nobuko Imai will be the solist in Walton's Viola Concerto conducted by Mark Elder. John Amis will introduce the one work to be played and discussed (he promises there'll be no formal programme-note analysis), suitable visual aids (pictures of Salzburg, perhaps, for Mozart?) will be provided, the star soloist chatted to, and the work run through.

It is an upmarket, showbiz form, if you like, of the sterling occasional work already been offered by the London Philharmonic and the BBC Symphony Orchestra on the South Bank in conjunction with ILEA. Just how much the 4,000 invited students and schoolchildren will benefit depends a great deal on the inevitable limits, particularly those of time and presentation, which television dictates.

**Hilary Finch**

*Last minute enquiries and bookings should be made this weekend to Sue Goldman on 01-459 8031*



Islington Schools Environmental Project – Fantasy Sculpture Garden

# Wedges of cheese and charcoal

**The Whitechapel Open Exhibition.**
Whitechapel Art Gallery until March 7.

Just inside the doorway of this year's Whitechapel Open Exhibition is an Islington Schools Environmental Project of fantasy sculptures resembling giant, mosaic-studded wedges of Gruyère cheese that would not look out of place in Gaudi's Parc Guell or Disneyland. Elsewhere, there are works by established artists, like Anthony Whishaw's "Lyminge Forest", a large, dark painting spangled with flashes of light along its upper edge.

In fact, the single most striking aspect of the whole show is its diversity, evident not only in the work, ranging as it does from abstract painting and sculpture to photography and Fine Art to the crafts, but also in the variety of the exhibitors themselves. In how many other annuals of a comparable quality in London can you find children and adults, amateurs and professionals, all shown on an equal basis?

That all the exhibitors live or work in East London is some indication of a healthy, artistic community, strong enough to gain the sponsorship of Barclays Bank too, but as yet there is no particular local indentity to the show, for all the occasional social or racial interest.

Those seeking a picturesque view of the district will no doubt be delighted by Dan Jones' "Last Supper at St. Botolph's" with its motley assembly of down and outs presided over by a benevolent clergyman and a notice advising, "See rector for detoxification, delousing," etc., but expectations aroused by the title, "Mile End", will only be dashed by the stains, splashes and impastoed gestures of Albert Irvin's canvas.

For the most local, and public, contribution to the show you have to turn to John Epstein's life-class work from across the road at Sir John Cass School of Art. With the advice that "Life drawing is not only drawing from life but drawing with life," his students have produced vigorous charcoal images, as much the result of the artists' bodily movements as perceptions of the model.

If over the next few years the Whitechapel Gallery succeeds in developing further the interaction between gallery, art school, schools and community, then future open exhibitions could very well become remarkable achievements. Meanwhile, there is enough evidence on show here to encourage hope.

**Michael Clarke**

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books

Children's literature

# Birds of the air, beasts of the field

**Naomi Stadlen on animal exploitation in picture books**

Most children have a ready sympathy and respect for animals; it is therefore surprising to discover how few authors can lay claim to these feelings. Publishers produce an ample selection of illustrated animal stories, but it is essential for parents and teachers to check their contents before buying what may turn out to be a story offensive to a true lover of animals.

Most children's animal stories are one of three kinds: the sort that portrays the animal as it is; the sort that presents the animal talking English, perhaps dressed in human clothes, but intending to make the animal world more intelligible to children; and lastly humorous stories, in which foibles of human behaviour are parodied by animals. Two-thirds of the books sent to me for review have attempted this last, subtle, form of story. Three books about cats are of the first kind.

**Ten Cats and their Tales**, by Martin Leman (Pelham £3.95) is disappointing, for it ought to be easy to present cats attractively. The 10 illustrations make the cats seem somewhat gross, though their eyes and colours do convey some of their grace and mystery. Each illustration is faced by a single, often dull-sounding, sentence, which hardly justifies the term "Tales" in the title. One sentence is misleading: "Eight is the cat that can see in the dark", since all cats can.

**Albert John in Disgrace** by Ruth Silcock, illustrated by Barry Wilkinson (Kestrel £4.50), is a story about a cat in perpetual conflict with humans who dislike his singing, but who are the providers of his food and shelter. This situation, which has no solution here, is intended to be funny, but may well distress a child who cares about cats.

**My Cat Kipper** by Sigrid Bauer (Andersen Press £3.95) is written not in the first person but the third. Peter longs for a cat, and the contrast between his idea of having a cat and the reality is skilfully described. But Peter's eventual relationship with Kipper sounds unlikely. No allowance has been made for the typical cat habit of playing indulgently with a person for a time, and then abruptly losing interest. Because the tone of the story is realistic, children may gain a distorted picture of the nature of cats.

**Frog and Water Shrew** by Helen Piers, illustrated by Pauline Baynes (Kestrel £4.25) is the only book in the second category. Pauline Baynes should be congratulated on her illustrations, so full of accurate detail, which keep closely to the story, yet manage not to humanize the animals. The story is disappointing, however, because Helen Piers has attributed to wild animals so many ideas characteristic of people. Frog and Water Shrew both decide to look for a stream; both conclude that the other knows the route; and both resolve to follow the other over a period of several days. Moreover, Frog is supposed to save Water Shrew's life by resourcefully jumping up to intercept the flight of an owl swooping down to catch her. Further examples, illustrating typically human reasoning and imagination rather than the behaviour (insofar as we know it) of wild animals, spoil what might have been an outstanding book.

The remaining eight books belong to the third group, and all share one failing: the animals are too similar to humans, so that the sense of ridiculous parody is reduced or entirely lost.

**Frog's Wooing** by Doreen Edmond (Hambleside £2.95) makes a charming attempt to give a frog's reactions to his traditional role in fairy tales. Unfortunately the frog's speaking style sounds needlessly human. However, a skilful reader might read it aloud to five- and six-year-olds.

**The Tale of Admiral Mouse** by Bernard Stone, illustrated by Tony Ross (Andersen £3.50) contains almost nothing about the mouse world apart from their liking for cheese. The illustrations are superb, detailed and witty. The story is intended for older children, who may need help with the historical references (and names of cheeses!).

In **Jungle Silver** by H. E. Todd, illustrated by Val Biro (Hodder and Stoughton £3.50), the lion king offers the hand of his daughter to the jungle animal who can bring her the moon. The idea is spoiled, however, by the dull repetitiveness of the story and a vulgarization of animal life, which is reflected in the illustrations.

**More Tales of Oliver Pig** by Jean Van Leeuwen, illustrated by Arnold Lobel (Bodley Head £3.25) is a collection of gentle, large-print stories for young readers. It is not clear w... Oliver is represented as a pig, sin... the author takes no advantage of t...

Ellsworth and the Cats from M... by Patience Brewster (Hutchins... £3.95), for pre-school children, is... story of a cat who takes off in a... spacecraft. The story has a good... humour, but the illustrations are... crude, and there seems no obvio... reason for converting the characte... into cats.

**Ready, Steady, Go!** by Shig... Watanabe, illustrated by Yas... Ohtomo (Bodley Head £2.95) is a... book of few words for small children... about a teddy-bear struggling... through an obstacle race. The fu... illustration appears to be mocki... the ambition of small children, wh... find distasteful.

Portly McSwine by James Marsh... (Dent £2.50), a story about an ol... pig who worries about throwing a... adult party, might suit a precoc... adult with a sense of humour; whe... as I Will Not Go to Market Today... Harry Allard, illustrated by Jam... Marshall, about a fowl who mee... unlikely obstacles each time he s... out to do his shopping, is unwort... of either a story- or an animal-lov...

# Maths photo finish

**Essential Mathematics for A Level. By D. C. Taylor and I. S. Atkinson.** Nelson £5.75. 0 17 431280 6.

**Mathematics – The Core Course for A level. By L. Bostock and S. Chandler.** Stanley Thornes £6.95. 0 85950 306 2.

Although there is nothing outstandingly novel about either of these books, each deserves consideration in schools and colleges with A level classes where the majority of students are not high fliers. The core syllabus recommended by the Standing Conference on University Entrance and the Council for National Academic Awards is now largely adopted by various examining boards. It represents a useful corpus of work for post O level studies.

The authors of both these books follow this line. A choice between them is entirely a subjective matter. Perhaps unfairly, because much of the material from Mr Bostock and Mr Chandler has been re-arranged from some of their earlier books, the Nelson publication appears to strike a fresher note. Its layout, with larger pages and wider margins will also give it an edge in some eyes.

But when the text, diagrams and exercises are compared in detail, there is very little that is distinctive enough to aid a choice. Indeed, as is inevitable when the same objectives are in the minds of different writers, covering the same ground, many of the sections could be interchangeable. If the result is not a dead heat, it is certainly a photo-finish. So the only advice can be, do see both before ordering the next batch of A level books.

**F. W. Kellaway**


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# Solutions to problems

**Countdown to Mathematics. By L. Graham and D. Sargent.** Addison Wesley Volume 1 £3.50. 0 201 13730 5. Volume 2 £3.95. 0 201 13731 3.

**Mathematics: An Integrated Approach. By H. M. Kenwood and G. M. Staley.** Macmillan Education £3.95. 0 333 24581 4.

While Open University courses have no entrance requirements, it is necessary for many students to have some mathematical skills, the content and level varying according to the nature of the course. It is suggested in two books of introductory mathematics that some students "lack confidence in mathematical skills and techniques" and also "lack the study skills necessary for learning in isolation".

To help such students, a pair of "Countdown" books, issued in association with the OU, aim to "brush up mathematical skills and to develop skills for self-study". The work is therefore subdivided into small sections, each with diagnostic questions, explanatory text with exercises, summaries, and supplementary practice examples and solutions.

Volume I deals with the elementary principles of arithmetic (including a splendid treatment of estimation), algebraic symbolism, simple graphical work and the representation of data. A second volume emphasizes manipulative skills and takes matters as far as basic geometry and trigonometry, the solution of quadratic and simultaneous equations, indices and logarithms.

There is no "writing down" in the mathematics, the handling of which appears well-fitted for the intended purposes of the books. It could, however, be felt that there is something patronizing about the use of puerile cartoons which generally add nothing to the explanations but appear woefully misplaced and misconceived.

There is a pleasing coverage of many of the same topics, with more to complete a full O level course, in an "integrated" text by the Director of Studies and the head of the mathematics department at King Edward's School, Bath. The Jeffery report had led to the virtual disappearance of the artificial boundaries between arithmetic, algebra and geometry, and the inauguration of an "alternative syllabus". (Incidentally, the report, which stemmed from a conference held in September 1961, was issued in April 1964, and represented brave forward-thinking at the time).

Then so-called "modern" mathematics ("sets and all that") crept in, and later still: many courses have merged not only the erstwhile separate components of school mathematics, but also the new and traditional approaches.

It is against this background that this first class book has emerged. Its contents need not be detailed, but the clarity and freshness of the writing and the highly satisfactory exercises must be commended. There are several competitors in the field; this is well up among the best, and its price is noteworthy.

**F.W.K.**

# On with the motley

**So You Want to go on The Stage. By Lillian Rowley.** John Offord (Publications) Ltd. £1.50. 0 903931 39 7

**Sound for Theatres. By Graham Walne.** John Offord (Publications) Ltd. £7.95. 0 903931 33 8

Everyone knows, don't they, that 40 per cent of actors in this country are out of work at any one time? "Resting" – they even have a word for it. Nevertheless, there can be very few children who have not at one time or another imagined themselves actors, pop stars or ballet dancers. For most it is a passing fancy; for a few it can become a teenage obsession.

It is to these stagestruck youngsters that *So You Want to go on The Stage* is addressed. In language they can understand, Lillian Rowley accurately describes the reality of life "on the boards". Lively but informative chapters lay out the pros and cons (nearly all cons, it seems) of professional acting, singing and dancing. Each begins with a profile of "the final product" before outlining training requirements, work opportunities and approximate salaries. Most, it has to be said, make gloomy reading, for the book is punctuated with hard-nosed realism. But it is precisely this brutal honesty – the "Audition Do's and Don'ts" are especially good, according to an actor friend – together with some comprehensive lists of drama schools, theatre companies, agents and organizations, which makes *So You Want to go on The Stage* such a useful addition to the careers library.

The dust jacket describes *Sound for Theatres* as "a basic manual". In that it begins with an introduction to elementary sound theory and the basic mic-amp-speaker chain, it is. These preliminaries disposed of, however, it soon tackles considerably more advanced ground. Diagrams explaining the idea behind the Royal Albert Hall's "flying saucers" and tables of absorption coefficients figure in 30 pages on the theory of acoustics; elsewhere the talk is of band equalizers and notch filters.

The core of the book is, quite properly, a detailed item-by-item account of the sound equipment likely to be encountered in any theatre. Over two hundred photographs, charts and admirably clear diagrams amplify (that must be the word) the detailed textual description. Having explained what is available, Mr Walne continues with advice on how best to use it and a step-by-step guide to sound system design. Where to place those two loudspeakers *hired for the local amateur operatic society show is treated as seriously* as the more sophisticated problems associated with radio microphones and "sound reinforcement" – a section I commend to those responsible for the sound levels in several of this season's pantomimes.

Detailed technical data sheets usefully pulling together the essential points covered in the book, and suggested solutions to some specific problems (how does one design a sound system for a swimming pool) complete a volume which may yet come to take its place alongside the revered Bentham on stage lighting.

**Hugh David**

## Among this week's contributors:

**Edwin Blishen** is the author of many books including a multi-volume autobiography which is still in progress.

**H. W. R. Hawes, Roy Gardner** and **C. W. B. Treffgarne** are lecturers in the Department of Education in Developing Countries at the London Institute of Education.

**Kevin M. Lillis** is a lecturer in the Centre for the Development of Education Overseas at the University of Newcastle upon Tyne.

**Edward Mortimer** is a foreign specialist on *The Times*.

**Richard Rathbone** is lecturer in contemporary history at the School of Oriental and African Studies.



books

# Had she lived longer. . .

**Margaret Miles on Ellen Wilkinson**

**Ellen Wilkinson 1891-1947. By Betty D. Vernon.** Croom Helm £14.95. 085664 984 8.

Labour's 1945 election manifesto contained little about education; of course it paid lip service to the concept of secondary education for all, though with no specific commitment to the "common school" principle. But at least the 1944 Act was on the statute book and presented a tremendous challenge to whoever was to be appointed to the new office of Minister of Education. The Prime Minister, Clement Attlee, made an imaginative and politically astute choice when he offered the post, with a seat in the Cabinet, to Ellen Wilkinson, the member for Jarrow.

Ellen's (I follow the biographer's example in using the first name) apprenticeship for public life was through the Labour Party and, briefly, the Communist Party, trade unionism, suffrage work, and international activity; her first ministerial responsibility was for Civil Defence in the Home Office, so she had had no special involvement with education when she became Minister. However, her political commitment had always been to improve the lot of ordinary people in every way, including education, and she had devoted herself to fighting unemployment, to promoting medical care, educational opportunity, better status for women, and to working for international peace.

Ellen was a fine public speaker (her Methodist upbringing helped her here as in many other ways), and she knew what she was talking about. She came from a working class home, she was educated through elementary school, pupil teaching, and a scholarship to Manchester University, where she graduated with an upper second in history. She decided for various reasons that teaching, the usual occupation for women graduates at the time, was not for her. At the age of 24 she became an official in the male-dominated trade union world and was much in demand as a speaker, and as a delegate to innumerable conferences in the U.K. and abroad.

She entered politics through local government as a Manchester City Councillor, eventually in 1924 won Middlesbrough East for Labour, and so became one of the small group of four women MPs. This was an extraordinary achievement; she was selected, and elected, in spite of her known links with what we now call the extreme left, *and* she was a woman and a tiny woman at that, for she was less than five feet tall. Would television have helped or hindered her, I wonder?

Ellen Wilkinson was Minister for a mere 18 months during 12 of which

she was ill. And yet she fought and won the battle for raising the school leaving age to 15 against great opposition, (it took nearly 20 years to win the next round) she established the innovative and highly successful Emergency Training Colleges, she improved grants for further and higher education, she introduced school meals and free milk, and she played an enthusiastic part in the establishment of UNESCO.

To accuse her of dragging her feet over comprehensive reorganization, as some did and still do, is shown to be unfair and misjudges the climate of the time. There was no doubt about her commitment to equal opportunity and she was surely right in insisting on keeping to the promised date for raising the school leaving age, for how could you provide secondary education for all as long as most children left school at the age of 14, when boys from privileged homes began at their public schools? Raising the leaving age demanded more teachers, so the Emergency Training scheme was an essential part of the strategy. In her speeches and actions the signs are that, in time, she would have encouraged reorganization schemes as they became necessary to implement genuine secondary education for all.

Had she lived Ellen Wilkinson would probably have proved to be a great Minister, and the course of democratic educational reform would have run more smoothly than it has done. No Minister since her too early death has combined so many personal and political qualifications for the post; she knew from her own experience, and she cared deeply, about the people and the schools for which she was responsible. Mrs Vernon quotes from *The Times Educational Supplement*, after the Minister's death:

"Had she lived longer, there is little doubt that the children of England and Wales would have had reason to bless her name. She would have made mistakes; she would have provoked bitter antagonism; but she would have seen to it that in fact, as well as in promise, no child would be denied the opportunity that was his due."

Mrs Vernon's book is both stimulating and depressing; stimulating because it describes a life of tremendously hard work and of courage and vision, so that one is excited by tales of battles fought and won not so very long ago; depressing, because one must ask, if Ellen Wilkinson born in the late nineteenth century, a woman and a working class woman, could graduate, run a trade union, become a member of Parliament, a Privy Councillor and a Cabinet Minister before her middle fifties why there aren't more like her now?

# War of all against all

**Arabs and Africans: co-operation for development. By Anthony Sylvester.** The Bodley Head. £7.50. 0 370 30332 6.

**Food politics: the regional conflict. Edited by David N. Balaam and Michael J. Carey.** Croom Helm. £16.95. 0 7099 0631 5.

In a despairing if intentionally provocative comment, the delegates at the African Economic Summit in Lagos in 1980 argued that "the overall poor performance of African economies over the past 20 years may even be a golden age compared with future growth rate". An eighth of those estimated by the United Nations to be living in "absolute poverty" are Africans, and Africa remains a thinly populated continent in comparison with South and East Asia. Over two thirds of the nation states designated Least Developed Countries by the same organization are members of the Organisation of African Unity. In the once bullish ranks of development economists there remain few optimists for there is no gainsaying the evidence of rapid deceleration in most African states' rates of growth. Indeed many states now labour, with negative rates, praying for better days and keeping the international usurers at bay with debt rescheduling and cold charity.

This tragedy, like all major shifts in world history, has many sources. Anthony Sylvester is right in insisting that it would be false to see in the massive rise in the world oil price since 1973 the single culprit. He is right; to see in the faltering of the developed world's economies, well in train before the Yom Kippur War, the slowing-down of demand for much of what Africa produces. As those producer prices fell, so the prices paid for much of the consumer and capital goods that a largely unindustrialized Africa cannot produce for herself increased as developed world inflation affected sale prices. In a time of world recession the stronger and more credit-worthy can withstand more attrition than the poor, and the impact of the decline in demand and the increase in energy costs has hit the poor far more savagely than the affluent.

In the current war of all against all there is little compassion to be found and despite his best efforts to portray the Arab world as an exception to the "I'm all right Jack" philosophy which the Brandt Commissioners have done so little to dispel, Sylvester is rather unconvincing. Certainly the politicians he consulted give the impression of sweetness and light and he does, a very plausible PR job for the *Banque arabe pour le développement en Afrique*, whose President provides Mr Sylvester with a gracious preface. But it takes little effort in the statistical appendices to see that Arab aid to Africa remains no less parsimonious than that of the western powers. For example the BADEA loans to Africa in 1979 were only 0.35 million dollars more than those extended in 1975: an increase which surely fell short of the decline in the value of money. The records of individual oil-exporters are no more inspiring.

This is a partial, un-critical and almost hagiographic volume which will be read with tired, wry amusement in African Ministries of Development. The Arab world, while no demon king, is assuredly no more of a fairy godmother than the equally canny western world.

While we weigh the impact of the energy crisis, we all too often forget that food is a more vital energy source for most of the world than hydro-carbons. Our descendants may have to learn to live without the car but they will need to eat. Not the least of Africa's dilemmas has been the continent's steady decline as a food producer. Already poor, many African states now import food and of course the major vendors of food surpluses are the already wealthy, high-technology producers like the United States and the EEC countries. Thus food imports are expensive. Manifestly those who produce more than they can consume occupy the commanding heights and the steady development of the food sector in US economy over the last 15 years or so suggests some of the shape of conflicts to come.

Balaam and Carey's volume is an unhysterical and prescriptive volume which argues that the gathering crisis is capable of solution, but at a regional rather than a global level. Its most important contribution is its insistence throughout all its regional surveys of the absolute primacy of policy. Again and again the shortfalls of production which at their most appalling are even noticed by the western mass media are not solely caused by poor factor-endowment or even natural disaster but by planning failure, lack of political will, and inefficiency.

This dry, well-researched book is an important contribution to a debate that will undoubtedly grow over the next decade; it is debate in which sympathy and the sleeve-worn heart will do far less than effective political change in the hunger-ravaged parts of the world.

**Richard Rathbone**


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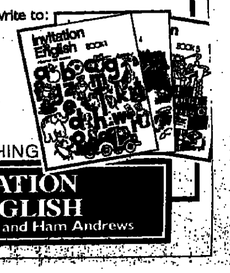


E.J. Arnold PUBLISHING



**CORRECTION**

In last week's issue of the T.E.S., reprints of a previously published four-page resumé on the Cockcroft Report on Mathematics were offered for sale at a price of 30p for 10. THIS SHOULD HAVE READ '£1.30 for 10, POST PAID'.

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# Narrowing the gap

**Universal Primary Education in Nigeria – A Study of Kano State. By Mark Bray.**
Routledge and Kegan Paul £5.50. 0 7100 0933 X.

On January 29, as our author records, "General Gowon was on his first official visit to Sokoto, the capital of North Western State and casually remarked – according to one journalist in response to a question from a small girl – that his government intended to launch U.P.E. on April 1 the following year. This came as a surprise to planning officers ..." .... *but as no surprise to observers of education policies in Africa in the seventies, for in country after country similar politically motivated decisions were announced.* They nearly all took planners by surprise.

Of course Nigeria is a bit like Texas – everything is bigger and more dramatic there – so the scale of the enterprise was vaster, the investment (supported by oil revenue) longer, the planners more surprised and the challenges greater.

Among the greatest of these challenges, that foremost in the minds of political leaders, was the task of narrowing the educational gap between the north and the south. Nowhere was this gap more apparent than in Kano State, and it is the story of that state's efforts to implement the Federal policy which Mark Bray chronicles so ably.

Kano State, in the far north of the nation, is strongly Islamic in tradition and has a record of resistance to western-type education. In 1972 only 7.7 per cent of the age group was enrolled in primary school. Of those enrolled only a third were girls, very few were from rural areas and fewer still from nomadic groups.

The achievements of those who went to school and trained as teachers, judged by the rough and ready measures of examination results, were fairly dismal. By contrast in the south at least three states boasted an enrolment of over 75 per cent of the primary age group, and at least one of these states was *over-producing* qualified teachers.

Such were the stark contrasts and as the story unfolds of Kano's attempts to bridge the gap, one is left with a sense of goals well nigh achievable and of exceptionally intractable problems. It is therefore not surprising that the story of U.P.E. in the first six years since its announcement in the state is not a story of unqualified success.

Nor is it a tale of unqualified failure. In 1980, the Commissioners for Education of the 10 northern states meeting in Kano boldly and inaccurately described the U.P.E. experience over the previous years as "a disaster". Not surprisingly they blamed the Federal Government for that state of affairs and asked for more money.

Bray, whose financial expectations from the policies extend no further than the royalties from his book, can afford to take a more balanced view. He points to the enormous rise in Kano's enrolments (they increased sevenfold over six years) and speaks of the potential of U.P.E. as a vehicle for national unity through promotion of a common language and a shared body of educational experiences.

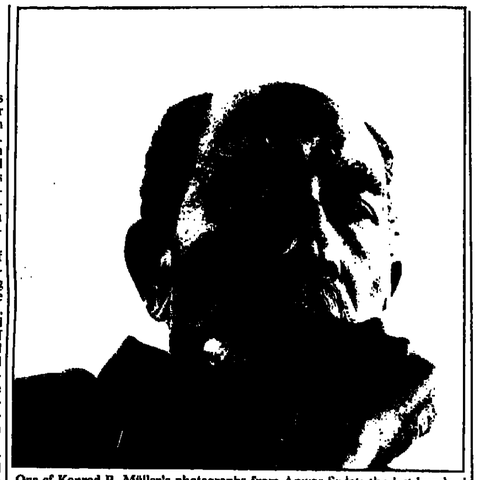
But what of the other goals of U.P.E.? Did it educate more children as distinct from merely sending them to school? Did it bridge the gaps between north and south, townfolk and countryfolk, men and women? Were the enormous costs of the operation economically and socially justifiable bearing in mind the opportunities forgone by investing so heavily in U.P.E.? (and here Bray points for instance to the relatively meagre investment in community health during the years in question).

On all these key issues the author's analysis, and a highly rational analysis it is, invites the reader to question the wisdom in the policies, for undeniably quality has suffered grievously; inequalities remain almost as great as they were in 1974 and economic values of investment are unproven.

But are decisions to embark upon U.P.E. ever taken rationally, and should they be? Did Gowon or any other political leader in 1974 have any other option but to announce it? I doubt it. Or can we argue that though the fact of U.P.E. was inevitable the policies of implementation could or should have been radically different? Again I doubt it. For the the process of planning like the timing of the announcement was subject to all manner of political pressures, and despite the fact that many educational leaders in Nigeria with the experience of earlier attempts in the fifties could foresee problems, they were often quite powerless to avoid them. Thus when Bray notes with regret that despite the fact that Kano needed a higher level of funding for its U.P.E. scheme than other states with 75 per cent of their age group in school but did not receive it, he is stating an obvious *educational* truth. Yet equally obvious is the *political* truth that no Nigerian government, military or civilian, would have dared to make such differential provision.

So the story of these six momentous years unfolds almost inevitably, and if Mark Bray's account of it lacks a certain spark and verve it makes up for it in clear exposition, sound judgment and careful, scholarly research. There is an excellent and comprehensive bibliography. A fascinating subject and a sound and readable book to analyse it.

**H. W. R. Hawes**



One of Konrad R. Müller's photographs from Anwar Sadat: the last hundred years, published by Thames and Hudson (£6.95) with a text by Mark Willem Blaisse.

# The price of peace

**Sadat. By David Hirst and Irene Beeson.**
Faber £11.50. 0 571 11690 6.

There are many in the Middle-East who want peace, but few are willing to pay the price for it, and those who are too often find themselves doing so with their blood. Hence the murders of Sadat, and among others Said Hammami and Naim Khadar, the P.L.O. representatives in London and Brussels. This is, however, a largely Western view, and not one for which David Hirst and Irene Beeson have much time.

Their Sadat is a performer, an Egyptian Disraeli, swinging from one greasy pole to another, from the Soviet Union to America, from Syria to Israel, adopting and dropping principles and allies with the easy disdain of the impressario, and humiliating his country in the process. Their book is based mostly on interviews, speeches and press-cuttings, sources which have presented Sadat as an historic peace-maker, elevated out of time and place. They turn this material against him to devastating effect. Home and to a lesser extent foreign affairs become a back-cloth to the performance which is here retold in colourful detail. Hurst and Beeson scornfully dismiss the drama, but they seem nonetheless mesmerized by it, to the extent of asserting, for example, without argument that Sadat was responsible for the Lebanese Civil War.

Certainly there were cracks. There can be few more telling signs of insecurity than a ruler banning the sale of the monthly magazine *Le Monde Diplomatique*. Under Sadat, corruption, inequality and the state of the economy all grew worse, so did Egypt's standing in the Arab world. The 1973 war with Israel enabled Egypt to accept defeat with dignity, Camp David formulized the situation, and in the absence of effective American pressure allowed Israel to postpone endlessly any peace involving the Palestinians and Syrians.

What is missing from this judgment is the context. The authors criticize Sadat for pandering to the Americans as if they were his constituents. In a key sense they were and remain so, not just for the economic aid they have provided, but because their hitherto uncritical support for Israel has ossified international relations in the region. The image of Sadat as a generous, noble, albeit unpredictable president, especially when juxtaposed to that of Begin, may yet prove to be as important as the oil weapon in breaking the mould of Middle-East politics. The authors are unfortunate that within days of finishing the manuscript Sadat was murdered. What they offer is not a conventional biography, but an onslaught on the man and his regime, whilst what is now needed is an assessment of his achievements and the constraints under which Egypt's policy was formulated.

**Peter Parker**

# Ex-Brandt

**North-South Debate: Educational implications of the Brandt report. A report of the proceedings of a Conference held at the University of Bath January 5-7, 1981. Edited by Ingo M. Garrett.**
NFER-Nelson £8.50. 0 85633 228 1.

Coinciding as it did with the Cancun Conference, the publication of *North-South Debate: Educational implications of the Brandt Report* enables educationists to narrow the focus of the Cancun and assess what role education might play in response to the front line issues on the Brandt and Cancun agendas: finance, food, trade and energy.

The document itself provides few answers to the daunting questions of the role of education in restoring the inequalities between north and south or in improving the lot of the world's millions of destitute by alleviating ignorance, poverty and disease. Indeed, in the main, it does not set out to provide the answers. The Conference participants (128 educationists from 29 institutions of higher learning in 28 countries) were all too familiar with the array of educational solutions emerging in the last few decades from the World Bank, UNESCO and other international agencies. Nevertheless, unlike Brandt, the Conference confronted educational issues, and its report exposes the enormity of the tasks of educationists.

The agenda, though, is familiar territory (depressing at that) to those concerned with education and development. The report thus presents an agenda of well-rehearsed topics: the gulf between intent and implementation of educational goals; the roles of the media in the formation of public opinion; the potentialities of the non-formal education machineries for aid and international relationships. The free-ranging discussions of the working groups probably provide more lasting value than those of the plenary sessions. Inevitably, the quality and readability of the latter varies from the entrepreneurial benevolence of Ivan Illich ("Mass education North-South where next?") to the prosaic platitudes (was it he or Brandt?) of Williams ("The Brandt Report: Implications for Education"), and from the philosophical moralism of Jones ("Public Opinion – Form and Function") to the lucid exposé of Streeten ("The role of human capital in development"). A challenging résumé by Thomson holds the themes together.

The report avoids both dogmatic recommendations and political moralizing – restricting itself to exposing the vulnerability of education within the enormous complexity of the development process. It is disappointingly vacuous on remedies. The closing call "to ensure that the voice of educationists is more clearly heard in development discussions at all levels from classroom to cabinet ... otherwise educational decisions will be made by others who do not possess our understanding of educational principles and processes and whose consequences may not be happy" is nowhere near far enough.

Almost alone, Prais ("Planning for Quality: the School-focused approach") confronts the problem of an alternative to the status quo, rejecting some pragmatic optimism for the blandness of the conventional wisdom. Hidden away, half apologetically in the bowels of the 105-page report, he wrestles bravely with a theory of organizational self-improvement hinting that improvement not expansion must lie at the heart of future development strategies and appreciate and understand the problems of improving their own organizations and systems, all the partners talk of development remains abortive. His are further words in favour of grass-roots educational development and worth more consideration than the bland ideation of much of the remainder.

Despite its shortcoming, (and at price) it is a valuable report dealing with questions that are central to any discussion of a programme for survival.

**Kevin M. Lillis**

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# Literary list

**A Bibliography of Afro-Caribbean, Asian and Caribbean literature.**
Compiled by the Afro-Caribbean Education Resource Project, 275 Kennington Lane, London SE11 4QE. £1.00.

This is the first substantial list of African and Caribbean literature which is available and must therefore be welcomed.

That the list is not comprehensive is understandable, compiling book lists is a time-consuming business, and can be a weary one; better a poor list than none at all. That the list is not alphabetically arranged is more difficult to excuse, and the information provided is not always complete or consistently presented. But the greatest difficulty lies in understanding the criteria used for including books. We have here black American authors, African, Asian and Caribbean authors, and authors of black British literature; when Salman Rushdie won the Booker Prize, the headlines referred, no doubt with every good intention, to his Indian connections. All black writers in Britain similarly find themselves blessed or burdened with their origins, even if they were born here. Few people seem prepared to acknowledge, for some strange reason, that black writers with British passports are black British authors, whatever their regional backgrounds.

In spite of its lack of awareness of the long history of black British literature (some two centuries), this bibliography does extend the range especially of "Caribbean" literary material of which teachers and others ought to know. But will it be the harbinger of better defined and organized, and perhaps more comprehensive bibliographies of these areas?

**Prabhu S. Guptara**

One possible way of understanding this bibliography is to see it as an attempt by a small group of people to identify some of the books that speak to or from the black experience in Britain. This needed, however, a clearer theoretical enunciation and defence, as well as visibly rigorous application.

The compilers do rightly draw attention to some of the links between African, Asian and Caribbean literature on the one hand, and black British literature on the other. But while recognition of African, Asian and Caribbean literature seems to be coming slowly, black British literature is often patronizingly referred to as black British *writing*, even in liberal and radical circles most sympathetic to non-Eurocentric perspectives. For there seems to be a deeply-rooted cultural resistance to the



# Caribbean criticism

**This Island Place. Edited by Robert Fraser.**
Harrap £1.95. 245 53569 1.
**Crick Crack Monkey. By Merle Hodge.**
Heinemann £1.45. 435 98401 2.
**Selected Poetry. By Derek Walcott.**
Heinemann £2.50. 435 98747 X.
**The Hills Were Joyful Together. By Roger Mais.**
Heinemann £1.95. 435 98586 8

It's a pity that along with the discovery of a Caribbean literature has come a Caribbean literary criticism. The fashion for "introducing" books to their audience reaches absurd heights when the prefatory writer takes it upon him or herself to explain not only what the book is about, who the writer is and what else he has written, but also how the reader is supposed to react. Some outdated notion of literary criticism as an exact science presumably lies behind this disservice to the author, where discovering his "true concerns and sensibility" (as Wayne Brown claims to help us do for Derek Walcott) becomes a matter of giving three reasons why "rusty" should be a good adjective for "his rusty theme" ("The Wind in the Dooryard").

Poetry particularly suffers from this piecemeal approach. Walcott's strong sad celebration of his friend will not, it seems to me, be appreciated in a nit-picking discussion of "appreciate it"; Walcott is a mature and complex poet whose work is both Caribbean and European in its lineage and who deserves better than to have what he has to say obliterated in a nit-picking discussion of how he says it.

Roger Mais' talent for ravelling the threads of Jamaican slum life in *The Hills were Joyful Together* is more home-grown. The impartial tenderness with which he follows the tawdry and desperate lives of his Kingston characters is rather reminiscent of American "social realism" writers of the twenties and thirties, but the vivid detail, the sudden eruptions of violence or gaiety are distinctively handled, distinctively Jamaican. Daphne Morris' scholarly introduction is not too painful, though it insists on telling the reader about Mais' view of Fate as Destiny.

Robert Fraser's excellent selection of short stories in *This Island Place* are less happily served. Each of the stories, ranging from Naipaul to Linton Kwesi Johnson and taking in the Bajun John Wickham and the Cuban Samuel Feijóo on the way, are followed by a set of the most banal "discussion points". If any teachers couldn't think these up themselves on the spur of the moment, they have no business being in a classroom. Nonetheless, the stories themselves – and especially Clyde Hosein's "I'm a Presbyterian, Mr Kramer" with its sensitive bitter comedy – are well worth buying for the classroom.

*Crick Crack Monkey* seems to be a semi-autobiographical novel of childhood. Only its West Indian dress is new – the patois, the setting – otherwise it is the old tale of young child given better opportunities and in seizing them neglecting the humanity and warmth of the "lower" orders from which she has sprung. Reading Roy Narinesinghe's introduction could obviate any need to read the novel at all.

**Victoria Neumark**

Detail from a Korhogo cloth – one of the illustrations from Claire Polakoff's African Textiles and Dyeing Techniques (Routlege and Kegan Paul £6.95). This book covers roughly the same ground as John Picton and John Mack in their recent book "African Textiles" (British Museum Publications) to which it will be a useful complement. It illustrates and describes a unique record of a still-continuing village craft, and it has a particularly interesting chapter on traditions. Students interested in pursuing the subject further can see and handle dyed samples (by arrangement) at the Museum of Mankind. **B.T.**

# Bare bones and skeletons

**Technology, Tradition and the State in Africa. By Jack Goody.**
Hutchinson. £2.50. 0 09 141321 4.

This little book of essays first saw the light of day over 10 years ago; this paperback edition is the same as that published by Oxford University Press in hard covers in 1971 and the author's preface is dated 1969. It caused a stir when first published and returning to it, like all returns to well-loved places, was fraught with danger. But it still reads wonderfully well. It is hard to say why it does for, in the intervening years, scholarship has rolled on; and in that passage of time scholars of Africa have borrowed many clothes in the Goody wardrobe (a much larger collection of ideas than 88 pages suggests). Much of original questioning here has become orthodoxy and seems like all eternal verity to be without an original begetter.

The freshness of the work lies with its author's originality and style of analysis. Quite simply this book could not have been written by anyone else. No one in the field of African studies does what he does and if they tried to, they would not be able to imitate him. It's hard to see where the distinctiveness comes from. His earliest work, whilst vital and incisive, was nonetheless ethnography. Since then this remarkable social anthropologist has regarded almost everything that moves as within his research parish.

His bibliography is both immense but even more strikingly it is concerned with a wide range of themes: succession, authority, ritual, inheritance, slavery – which in turn are never shackled to a single area or a single era. The style is always comparative, over space and over time. The references are staggering in their catholicity. But that kind of restlessness often results in superficiality and while Goody's ideas and stunning generalizations are not always right they are never shallow. Similarly his prodigious reading never seems to drag down his lightness of touch. This book is not difficult to, read even if it seems to generate an idea per sentence.

No one interested in pre-colonial African history or the pre-industrial history of much of the rest of the world can ignore this work. Essentially it establishes the particularity of early African history by comparing its bare bones with non-African skeletons. He looks at the implications of Africa's odd man/land ratios, at its low level of technology, at the significance of coercion in state formation and a host of other analysis. Quite simply this book could not have been written by anyone else. No one in the field of African studies does what he does and if they tried to, they would not be able to imitate him. It's hard to see where the distinctiveness comes from. His earliest work, whilst vital and incisive, was nonetheless ethnography. Since then this remarkable social anthropologist has regarded almost everything that moves as within his research parish.

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# Divide and rule

**Asia: The Winning of Independence. Edited by Robin Jeffrey.**
Macmillan £15.00. 0 333 27856 9

In his preface the editor admits "the apparent arrogance" of attempting to explain five major nationalist stories in 75,000 words. The task, a guide to the forces that shaped the movements to independent government in the Philippines, India and Pakistan, Indonesia, Vietnam and Malaysia during the last 30 years or so, has been made manageable by the provision of an international time chart for the whole area, a glossary for each area of the main shorthand political terms, maps, biographical notes on the chief ringleaders, a guide to further reading, and a most amusing selection of political cartoons from local newspapers' current reports.

The introduction highlights some of the religious, ideological, economic, political and military threads which run through each of the national histories. An important concluding chapter by David Low invites comparisons between the American, British, Dutch and French types of colonialism which preceded independence, and the different reactions and developments which followed it. Conflict between urban and rural communist movements, religious affiliation, the differing personalities of key political agitators, as well as the home and overseas interests of the great powers, are all touched on. If the book leaves one with more questions than answers, the editor, I believe, would be satisfied.

In this complicated, often contradictory history of high ideals, well meaning paternalism, and passionate but often bitter personal rivalries, no simple pattern of moral appraisal arises, either of the relinquishing Imperial or emerging Nationalist power; traumas of independence inevitably followed the heady joys of early liberation.

The careful and scholarly presentation of detail in key areas do not make this an easy book to read, but it should help westerners to evaluate some of the things going on in S.E. Asia today. And it may perhaps free us of the illusion that independence dissolves any more conflicts than nationalism recreates. For Europeans trying to deal with some of the unexpected problems of their own nationalism today, this study offers much food for thought; for those who belive in a single political key to earthly utopias, it is salutary but sometimes sad reading.

**Rosemary Firth**

# Rich and poor

**The Political Economy of Botswana By Christopher Colclough and Stephen McCarthy.**
Oxford University Press £12.50.

You may want to visit Botswana or to take work there partly because some of it is fantastically beautiful but also because it is a near-democracy, perhaps the only African country with no political prisoners. If you want to know more and are not put off by statistics and graphs, made up for by lively and intelligent writing, this is your book. I am usually wary of economists and indeed all ex-patriate experts, but my own experience of Botswana over 20 years agrees with almost everything.

The history is concise, stressing the extreme parsimony of the early British administration in the days when Botswana was likely to become part of South Africa. As in many developing countries, common man's first acquaintance with white authority was the Hut Tax, forcing people to paid work and the money world.

The main thing which the authors, who obviously have looked at things for themselves, keep hammering at, is the increasing polarization of a society which used to be like a family with rich and poor relations but still cohesive, into a small rich class and a growing poor one. The old extended family based on mutual help in everything from ploughing to house building is now giving place to the western nuclear family, mostly on its own and depending strictly on money. The drought made everything worse; families which had kept going for generations in a modest way saw all their cattle die and themselves reduced to total poverty.

Certainly the Botswana Government is aware of this and have constant schemes for helping the rural poor. Do they work? In the Kgatleng no commercial ranches are allowed on the totally tribal land and it is possible for owners of only a few cows to get drinking rights at a borehole. But elsewhere commercial ranches are eating into the Kalahari and threatening the Okavango delta. How many boreholes can there be before the underground water about which little is known begins to run out? Can government housing on the edges of large towns replace, physically and spiritually, one's own house, locking mod. con. but with a bit of land?

As the Rural Development Programme really helping the poor man and how much is spent on roads and fencing which benefit the big farms? The book puts searching and essential questions. I particularly recommend it to any would-be donors and promoters of aid schemes; read it before you decide.

**Naomi Mitchison**

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# third world

## Islam examined

**Covering Islam. How the Media and the Experts Determine How We See the Rest of the World. By Edward W. Said**
Routledge and Kegan Paul £8.95. 0 7100 0840 6.
**Islam. A Westerner's Guide. By D. S. Roberts**
Kogan Page £8.25. 0 85038 345 5.
**Islam and Power. Edited by Alexander S. Cudsi and Ali E. Hillal Dessouki.**
Croom Helm £11.95. 0 7099 0710 9.

Except for the word "Islam" in the title, these three books do not have a great deal in common. *Islam, A Westerner's Guide* is just what it sounds like: a very creditable attempt by a non-specialist (an architect, as it happens) who has worked in the Middle East, to provide fellow-laymen with the facts they might need or want to know about Islam in easily assimilable form. He has no obvious axe to grind, other than to clear up some of the innumerable misconceptions about Islam prevalent in the West. He has managed to confine his enormous subject within two hundred pages, including introduction, eight chapters, a conclusion, four appendices and a bibliography. No index, but the book is admirably arranged, clearly written and easy to find your way around.

*Islam and Power* is a collection of academic essays prompted by the current topicality of the subject, but making few concessions to the non-specialist reader whom topicality might have attracted. After a short introduction, the editors hurl us in at the deep end with "Activism and quietism in Islam: the case of the early Murji'a". Further on, however, we get to more contemporary stuff: an analysis of Khomeini's concept of Islamic government by Abbas Kelidar (himself an Iraqi Shi'ite), surveys of religious movements in the Soviet Union (Alexander Bennigsen), Egypt (Ali Dessouki), Algeria (Jean-Claude Vatin), Black Africa (Donal Cruise O'Brien), and a characteristically sceptical concluding essay on "Islamic Resurgence" by P. J. Vatikiotis. As so often in such anthologies, the Islam of South and East Asia is almost entirely ignored.

*Covering Islam* is, as its subtitle indicates, not really about Islam at all but about "the Media and the Experts" – mainly those of the United States. Said, a professor of English literature who happens to be of Palestinian Christian origin, is careful not to lay claim to the status of "expert" on Islam himself. Indeed at times he has to remind himself and the reader that there really is something called Islam and that the word was not coined by mischevious Western orientalists for the purpose of mystifying their compatriots and keeping themselves in a job.

The book is clearly written in haste and in anger, which makes it more forceful than incisive. Said is often as sweeping and unfair in his generalizations about American journalists as he accuses them of being about the Muslim world. He also seems unsure whether the danger arises from public ignorance or from experts seeking knowledge for the sake of power (a theme familiar to readers of his earlier work *Orientalism*).

But his main argument, that journalists should apply their commonsense and knowledge of human nature to events in Muslim countries, rather than assuming that those countries are governed by special laws of oriental nature, embodied in a mysterious, menacing entity called "Islam", is certainly well taken.

**Edward Mortimer**

## Separate states

**Education in Northern Nigeria. By Albert Ozioi and Lawrence Ocho. Allen and Unwin. £4.50.**

Any visitor to Nigeria is immediately impressed by the great differences in culture between its Northern and Southern States. For most of its history the North of Nigeria has been separately administered. This vast region containing within it cultures as different as the Yorubas in Kwara State, the Hausa speaking populations of Kano, Sokoto and Bauchi States as well as the Nomadic Fulani, is the subject of a useful if rather pedestrian book by Ozioi and Ocho.

The account deals with Islamic Education, the advent of Early Christian Education with the colonial period to 1951 and the period of very rapid development from 1951 to 1977. The two last chapters comprise a good and clear review of educational administration and a short and somewhat timid chapter entitled "Contemporary Problems and Issues".

This is a sound text though it contains little original material and is not written in a vein or style likely to tempt the general reader. Yet it is clear and objective. The authors have no axe to grind. They know their material. They write clearly and lucidly.

The book fills an important gap and fills it adequately.

**H. W. R. Hawes**

A Ghanaian author, Meshack Asare, has been awarded the 1982 Noma prize for publishing in Africa, for his children's book **The Brassman's Secret**, published by Educational Press and Manufacturers, Accra. The book was conceived, designed and manufactured entirely in Ghana, with the illustrations being done by the author.

Roy A. K. Heath's compelling trilogy about a family living in Georgetown, Guyana has now, with the publication of **Genetha**, (Allison and Busby £6.95 and £2.95) been completed. **One Generation** (5.95 and £2.50) and **From The Heat of The Day** (£5.50 and £2.50) are available from the same publisher.

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## Remote possibilities

**The Organisation of Education in Remote Rural Areas. By R. F. Lyons**
International Institute for Educational Planning

The identification of remote rural areas as a separate category for study represents an important step forward in finding ways to encourage educational development. The text provides a valuable example of an approach to this kind of study and should form the basis for future investigations. It contains a detailed description of the organization of education in two widely separated districts – one being the Sankhuwa Saba District of Nepal and the second being the New Halfa District of the Sudan. There is a helpful introduction which summarizes the main problem areas to be covered and a second introduction to the Nepal study, which gives details of the methodology adopted. Each study has a brief section on recommendations and a bibliography.

In selecting remote rural areas for study, the research team recognized the inadequacies of educational systems dependent upon a central authority disseminating information, instruction and finance from the centre to the periphery. The lack of understanding at the centre of local conditions and needs can and does preclude the development of efficient educational management. What is needed is to encourage the coordination of educational resources – physical and human – at the local level to revitalize education through the active participation of all those concerned.

One important issue is the capability of district administrators to analyse the information being provided at school level by headteachers and inspectors. A second aspect is concerned with the implementation of decisions at local level and for the need for plans to be realistic and feasible in the context for which they are designed. A third and equally important factor is that of accountability which is expanded to include the local population and its representatives, as well as higher authorities.

Local development would require a sophisticated mechanism for the coordination of opinion and action and considerable finance. The text does not go very far in attempting to assess the costs in cash terms or the opportunity costs of stressing educational development of remote rural areas. In all countries there is a choice between alternatives and in countries where budgets on the whole are meagre, the diversion of substantially increased funds to remote rural areas would have to be weighed against alternatives to be forgone. It is precisely in these areas where international aid would be most helpful and the text does not discuss such funding.

The paucity of skills available in remote areas is stressed, and the attractions of regional and national centres for personnel at all levels are discussed. The institutional reinforcement of these attractions is also mentioned but the text does little to suggest how these attractions can be balanced. Some discussion on the positive steps that could be taken to retain well-qualified staff with specialist knowledge of their area to remain there would have been valuable.

The major theme of the text, of the recognition and coordination of the resources that are available, is an important one which deserves careful attention. The establishment of support systems for teachers which involves the teachers colleges, inspector and head teacher could do much to improve professional capability in the schools and lay a foundation for professional grants which would help break the lock of constraint which inhibits the development of education at the local level.

**Roy Gardner**

This Egyptian miniature showing the camel herd of an arabian caravan is one of the illustrations to A Visual History of West Africa, by Talabi A. Lucan (Evans £1.85). This is a textbook for 10-year-old pupils in West Africa, but like many other books for that area it would be of considerable use in British classrooms.

## Middle of the road

**Education and Development in Africa. By A. R. Thompson.**
Macmillan £14.00. 0 333 30018 1. £4.95. 30020 3.

This book deliberately sets limits on its scope. It states on the title page that it purports to be only "an introduction to the study of the role education may play in national development". The author cautions against the shortcomings of taking a pan African viewpoint, before going on to make "broad generalisations and tentative hypotheses to be studied critically by the reader in the light of personal knowledge as he or she seeks to relate them to particular countries". Dr Thompson's approach leaves the reader with a feeling of confusion, not because he rightly resists making any proposals or formulating solutions, but because he fails to get to the heart of the issues that he seeks to raise in the reader's mind.

He discusses education, social change and development, but confines the theoretical debate over the interrelationship between the three to one brief paragraph. Consequently he avoids any reference in his discussion of cultural dependence, and international practices and standards to dependency theory and core-periphery relations, despite the insights they offer into the reluctance of some governments to alter inherited structures and functions of their educational systems – a reluctance on which he himself dwells.

Yet his rather conservative, middle-of-the-road stance emerges in criticism of the one area in which innovations have been widespread. Changes in teaching methodology are interpreted as "more an attempt to modernise education in terms of the best international practice than to make it relevant to the lives and needs of the child in his community". He sounds a note of caution "to avoid the common temptation to leap on to passing bandwaggons and to applaud too readily that which claims to be new, authentic or revolutionary"; yet he fails both in his treatment of language policy and Islamic education to identify the reasons why these should have become part of current national debates on educational development.

The curious way in which language policy should be indexed under "adaptation to local culture" and "strengthening cultural identity" (rather than as a separate category in its own right) demonstrates a failure to emphasize that the teaching of African languages under the colonial authorities reflected very different aims and aspirations from the thinking behind recent Government attempts to give them greater priority. Thus, the term "vernacular", which is used throughout the book, has pejorative overtones among the very educationists on whose behalf Dr Thompson claims to be writing.

Despite the slightly complacent conclusion that "the virtues of authenticity should not blind us to the value of that which is universal, nor should we too readily assume that older practices cannot be authentic", Dr Thompson mistreats the Islamic tradition by interpreting it in essence as being antipathetic to change. Yet the current resurgence of interest (e.g. in Niger, Mauritania, Northern Nigeria, The Gambia, Senegal) as to how to incorporate traditional Islamic education into the formal educational system can be cited as evidence to the contrary.

**C. B. W. Treffgarne**

## Picture power

**Our Own Freedom. By Maggie Murray and Buchi Emecheta.**
Sheba £3.75. 0 907179 09 6

Buchi Emecheta records the chagrined words of one African father on hearing his new-born child is a girl: "wasted nine months!". Always less favoured, girls grow up working hard, later to be exchanged, at a price agreed, between father and husband. This chattel status, traditional in most African cultures, was all the more rigidly maintained by the patriarchal codes of Victorian imperialism. Hence an enduring European view that excludes women from any significant part in the struggle for change on the long road from underdevelopment.

Maggie Murray writes that it took years of working as a photographer for development agencies before she began to notice a discrepancy between women's work and their absence from consultation in decisions connected with it. The realization shifted her angle of vision. This book is the outcome.

Women perform 60–80 per cent of agricultural work in African countries, hard farmwork and fieldwork done with no "technology" to speak of. Add the arduous conditions of rural life. Entry into wage labour in the cities doesn't lighten the burden and brings with it the disruption of the extended family.

This careful combination of photographs and text conveys a sharp sense of the traditional and changing patterns of women' work, and length and breadth of the continent. No Third World grab-shots here. These gentle, intimate images come from the photographer's close acquaintance with what's photographed. They derive their power from the cumulative effect, their precise juxtapositions and use of text. Information and argument is expanded through statistics and quotations from diverse sources. Maggie Murray supplies detailed explanatory captions to the photographs, in counterpoint are Buchi Emecheta's more discursive captions, a commentary informed by a different cultural perspective, extracting meanings otherwise lost.

The overall result is immensely enlightening. Here is a fresh and positive view of Africa which, by defying the reader to consume instant meanings, manages to break down a host of cultural assumptions and misreadings endemic in the practice and understanding of photography. A book that can teach a lot, not least to photographers.

**Liz Heron**



# extra

# School Visits

## Going to the Zoo?

**A day's visit gives access to a first-class educational resource, writes Susan Thomas**

Zoo visits, especially out of season, are good value. At £1.10 a head (one free adult to every 10 children) easy parking and a nearby underground station, the London Zoo is accessible and relatively cheap.

All essential facilities are there, good viewing areas, toilets, places to eat, meet and buy things, and the back up of the Education Centre. A day's visit gives access to a first-class educational resource at a variety of levels and in a number of disciplines, scientific, environmental and artistic. And problem-solving opportunities are legion.

Paradoxically, at a time when the London Zoo has hit the headlines with cash problems, its educational provision is looking up. More and varied manpower in the education department's Zoo Centre means more resource material, more guided tours, a greater capacity to help with special needs and above all, more attention to the younger children.

When Wentworth CP Infants from Dartford arrived at the zoo, one grey day earlier this month, they were met at the Zoo Centre by one of the new volunteer auxiliary teachers and taken on a carefully judged, 40-minute tour of the "Noah's Ark animals".

Six-year-olds don't need much academic detail so their background information and question and answer sessions were kept simple – older juniors get a meatier diet. As well as a basic training in zoo teaching and the characteristics of the primary child (does this include evolution, adaptation and signalling?) the auxiliaries have been briefed with the aid of worksheets produced by the Zoo Centre. These give essential and mind boggling facts like the deepest recorded seallion dive (170m), that tigers become irritable on hot days, and the complete daily diet of every animal on the tour.

There is information about individual zoo animals, their history and natural environment. Separated into "Vital Statistics", "In the Zoo" and "In the Wild", the fact sheets are a mine of information. With luck and industrial funding these worksheets may soon be available as resource packs for schools.

Predictably, it was the animals not on the tour which made the greatest impression on the infants – the seallions which indulged in a hectic five minutes just as the group arrived and the baby orang outang which suddenly left its mother's arms and reached out to the children beyond the wall.

"Very often the popular panda or lion is a let down and something relatively unknown, like the otter, is a wild success", said Michael Boorer, the zoo's education officer. And sure enough, when the primary tinies stopped in front of the panda house Ching-Ching was about as exciting as an overstuffed pyjama case.

Short tours are in order for the five to eleven-year-olds, but for older pupils more demanding sessions are available, throughout the spring and autumn terms. Eleven to sixteen-year-olds begin with an illustrated lecture and continue with a guided tour of the relevant animal houses. Worksheets are provided for the pupils and answers sheets for the teachers.

There are four course levels, starting with short, general interest tours for the less academic. Generally however, the sessions are around two hours in length, more analytical and relevant to the secondary syllabus. Topics include classification, camouflage, signalling and vertebrate characteristics.

Level 3 for the 14 to 16-year-olds is aimed at the pupil taking CSE and O level exams but includes one session on working with animals and practical biology as well as animal reproduction, the physiology of breathing and the insulating properties of fur and feathers.

Sixth formers have always been well catered for. Each year between 7,000 and 8,000 take advantage of the courses.

The present Level 4 sessions are varied and related to the A level biology syllabuses. Starting with a 50-minute live talk (younger children get a tape slide/presentation), small groups are given a guided tour by one of the zoo's specialist staff. There is a choice of homeostasis, classification, primates, adaptive radiation in birds and animal nutrition. As a general rule only one tour can be booked on any given day.

After the tour, all the groups are free to use the zoo as they wish. Sadly the majority seem to see this as an opportunity to let off steam. Maybe I wasn't there on a typical day but in six hours I did not see a single pupil sketching except on a work sheet, taking photographs other than of the "Ros and me at the Zoo" variety or working with a tape recorder. Transistor radios, on the other hand were in plentiful supply.

The zoo offers considerable scope for school-based environmental work, tape/slide documentaries or video filming. It is a waste of a superb resource not to use it more imaginatively.

But for those who see the zoo as a challenge to creative learning, early spring is a good time to visit. Out of season the zoo seems smaller, more accessible, less tiring and generally easier on the feet and nerves than in high summer. Should it rain, there is plenty of cover, with sheltered open pavillions, twilit jungle houses and eerie aquaria.

Whipsnade, on the other hand, is a very open air establishment. And while there is no finer sight in all the world than the rooks lying and rolling on the wind as it sweeps up the great escarpment of Dunstable Down, it can be a bit brisk in the park. The authorities recommend suitable footwear, waterproof outer garments and pencils – they provide the worksheets and leaning boards.

Education at Whipsnade is a summer term affair, aimed at the secondaries, and includes "Mammals at Whipsnade" and "The Rare Ones", a sort of celebration of the zoo's success in breeding endangered species. At present educational provision is fairly limited, but in September, Bedfordshire is donating a secondary teacher and visiting schools will benefit accordingly.

With ILEA's aid, the London Zoo is going from strength to strength. From September, as well as their own educational staff of four, an additional full-time teacher seconded by the Authority and the 40 auxiliaries, it will have the benefit of four half teachers. These new acquisitions will divide their time between research and the preparation of resource material, much of which is aimed at the younger end of the age range.

While the zoo staff try to offer a comprehensive service to the 55,000 children who come every year, they do expect most schools to fit into the standard programme. Special schools, for the handicapped, can asked for special consideration.

There are also weekend courses for adults; the opportunity for teachers to brush up their knowhow at the ILEA teachers centre next door; colleges of higher education, art and design students can find relevant material at the zoo and the staff to help them use it. The scope is limitless it seems. "We have run a course for limb fitters from Roehampton, for university students and for students of chiropody", Mr Boorer explained. "We taught them about mammalian bone structure and the care of the animals' feet. They were particularly interested to see the elephants' toenails being trimmed with a hacksaw."

Photo: Susan Thomas

*The London Zoo has recruited an elite corps of auxiliary teachers to help with Primary visits*

## East Anglia

### Rural museum

One of the most invigorating characteristics of the modern open air museums is the fact that their displays are rarely static. Regular visitors to established favourites such as the Beamish Open Air Museum in Country Durham and the Weald and Downland Museum in West Sussex are well accustomed to seeing something new each year. The same is true of the less familiar Museum of East Anglian Life at Stowmarket in the heart of Suffolk.

This excellent museum occupies a generous site of some 70 acres and not surprisingly tends to emphasize agriculture and country life. There are first class displays of agricultural implements and machines, including early tractors, waggons and country fire engines. Perhaps the most interesting buildings for children are those which lie a short distance away from the main museum complex itself. These include the Alton Watermill, the Eastbridge Windpump and the Grundisburgh Smithy.

The white, weatherboarded watermill and its associated buildings once stood on a site near Ipswich, threatened by the rising waters of a new reservoir. They were dismantled and later re-erected on a site by the river Rattlesden which runs through the grounds of the Museum. The watermill has an internal overshot waterwheel and a pond behind to supply the water. It makes an interesting teaching contrast with the Eastbridge Windpump near by, which originally drained lowlying marshland near Aldeburgh. This can be used to show children how marshland, like the Fens, was reclaimed in the past.

The pump, operated by wind action, raised water some 6ft and discharged it into a wooden trough emptying into a dyke leading to the river. The eighteenth-century smithy is made of wood and was in use in the Suffolk village of Grundisburgh as recently as 1968. This is fully equipped with hammers, tools, anvil, hearth, furnace and bellows; demonstrations of the blacksmith's art are given here from time to time.

*The Rotunda at Ickworth Hall*

## Grecian scenes

Ickworth Hall, near Bury St. Edmunds, is one of the most unusual Georgian mansions in Britain. It was begun in 1794 and designed by Francis Sandys for the Earl of Bristol, a very eccentric character indeed! He had trained as a lawyer but later became Bishop of Derry. He was an enterprising traveller with a scientific interest in volcanoes and a collector's passion for fine art. It was this latter obsession which inspired the desire to create a large house at Ickworth.

Its most prominent and almost unique characteristic is the huge oval domed rotunda which forms the main house, while the long curving wings on either side were intended as galleries for the Earl's priceless collection of art treasures. Unluckily, the Earl and his treasures were seized by the French in 1798. The Earl died in 1803 and most of the pieces to be seen in the house today were collected by his descendants.

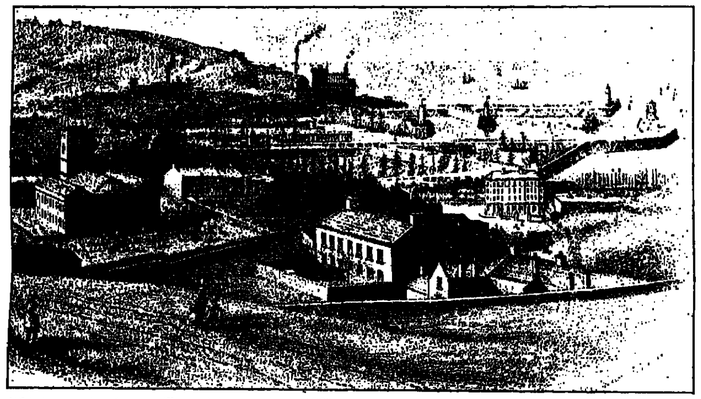
There is much of interest at Ickworth for children. For one thing the Rotunda is vast and impressive and its shape is pleasing to many eyes, even if Nikolaus Pevsner thinks it "makes for a lumpy appearance from outside". The Orangery in the west contains many luxuriant plants and the gardens sejoining are now informal (with summerhouses and urns) and informal. As usual Capability Brown had a hand in their design. There are two fine walks in the grounds and guides for these can be purchased in the shop.

Like most Georgian mansions, Ickworth's classical origins are always self-evident. The classical influence on Georgian architecture is nowhere more clearly demonstrated than in the two terracotta friezes of Grecian scenes which can be seen at two different levels encircling the Rotunda.

Admission: This National Trust property is open between 2 and 6pm from the beginning of April to the first week in October. School parties of 15 or more are welcome on Tuesdays Wednesdays and Thursdays at the reduced rate of 40p per child. Organizers should book in advance.

Address: The Administrator, Ickworth, The Rotunda, Horringer, Bury St. Edmunds, Suffolk. (Horringer 270).

**Philip Sauvain**



*Whitehaven when it was still a thriving port in the 1880s.*

# Maritime Northern England

## A roundup of things to see and do. By Dudley Wilson

The English Tourist Board's biggest special promotion yet is to make 1982 "Maritime England Year", the most important of a three-year programme. More than 2,000 events fit this theme and it seems sensible for schools to profit from such widespread enterprise.

A 68-page colour brochure costs £1.25 with discounts for bulk sales of more than 10 copies. This covers ships and fishing harbours, seaside resorts and ports, canals, rivers, historic houses and museums geared to the maritime theme. There's a sumptuous hardback too, at £12.50, with 180 colour photographs for the library. Free to schools writing in is a newspaper (available from Easter). Schools can also telephone the ETB (01-730 3400 ext 185) for more information on visiting lighthouses, Martello towers, homes of seafarers, working watermills and maritime collections.

In the north, "Vikings in England", an exhibition at Yorkshire Museum, York (from April 13) with performances in the Minster of Ibsen's *Vikings at Helgeland* takes the eye. Freshwater celebrates too, with the opening in May of Kielder Water, the new Northumbrian reservoir nearly seven miles long and Britain's largest man-made lake, providing immense scope for watersports and recreation. There will be boat rallies and "taster" days for rowing, sailing, fishing and canoeing. Details from Tony Ellis, Water Space Amenity Commission, 1 Queen Anne's Gate, London.

Of the special water festivals in the north, that at Warrington in May has a pronounced inland waterway flavour. The July Windermere event is again freshwater, with elegant early steamers from the Steamboat Museum gently puffing round Bowness Bay to delight the Captain Flints, or Swallows and Amazons among us. Maritime Chester celebrates with carnival, concerts and grog and salt beef events held late in the summer term (June 26–July 10) and Mersey River Festival (June 19–July 11) promises well.

Merseyside is also mounting three important exhibitions: "Ocean Passage" on the work of a modern container ship; "Titanic", the story of the transatlantic liners; and "Liverpool Pilot", paintings, drawings and prints by Eddie Scott. It is good to welcome such efforts from Liverpool, which Masefield described as "the English sea-queen; I am she who made the English wealthy by the sea." If you feel that the authentic tang is lacking, a visit to the new Salt Museum at Northwich should put that right. If it all strikes you as too earnest, Blackpool Illuminations are also in on the act this autumn.

In this welter of activity I specially commend two centres, one eastcoast and one west. Whitehaven in Cumbria holds its Maritime Fortnight from June 26 to July 10 and there is a spring exhibition of marine paintings arranged by Harry Fancy (March 6–April 17). It is worth mentioning that the Cumbria Tourist Board is bringing out a manual aimed at encouraging visits to Cumbria by youth and school groups, but, in the meantime "Field Studies in Cumbria", price £3, is excellent and produced by Cumbria Association for Environmental Education, c/o Mrs I. Bonner, St James's Junior School, Whitehaven.

On recent visits to Whitehaven I have been very favourably impressed with the possibilities for school visits, town trails and the like. Whitehaven would make rewarding study as a change from or additional to the sporting and hiking activities usually undertaken on Cumbrian visits. In the early nineteenth century Whitehaven was the largest town in the north except for Newcastle and York. By 1770 it had become Britain's second port after London. Its geographical isolation and the fall-off in the staple industries of coal mining, shipbuilding, fishing and imports, brought about its rapid decline.

Into Whitehaven, and there are still warehouses, signs and a few still operative businesses to prove it, came tobacco for Kendal's snuff mills, spices for Grasmere gingerbread and rum for Cumberland rum butter. The gridiron patterned streets (there is a well-produced "Whitehaven Walkabout" leaflet) inspired by Wren's plans for rebuilding London, are workaday, and very human in scale. As well as rows of modest houses, they disclose handsome merchants' properties, a nicely conserved mansion, a clean-limbed Georgian church and even an Italian palace. This is the work of Sydney Smirke who also designed the surface buildings of Lord Lowther's Wellington Pit.

At South Beach are the fascinating industrial remains of Candelstick Chimney, the fan chamber of Duke Pit, and the miners' lamp house.

The 50 acres of harbour and quays with massive stone moles clutching out to sea are Whitehaven's pride and joy. The shallow, tidal docks require constant attention from the country's last coal-fired dredger. This is maritime architecture on a grand scale but to little effect today, save for pleasure craft, fishing boats which bring inexpensive scampi to the town's fishmongers, and some light vessels ferrying materials from larger ships anchored off. The great endeavour has departed but echoes of grandeur remain.

Whitehaven has American links too – George Washington's grandmother was buried in St Nicholas Church in 1700. I hear a rumour that there are plans to reenact Whitehaven's most exciting moment in history, the last invasion of Britain no less. No this was not the '45 but the '78 and the "hero" was John Paul Jones. Jones, born in Scotland, served his apprenticeship as a shipbuilder in Whitehaven at its prime. He left for America to return in the War of Independence as captain of Ranger, a privateer. He landed on April 23 1778, set fire to shipping, singeing King George's moustache, and escaped after spiking the cannon only through his intimate knowledge of the town's defences.

This is marvellous stuff for projects, and indeed, no celebration of maritime England should omit mention of Whitehaven. All ports have declined, but none so comprehensively as Whitehaven, to leave a unique if decayed attraction. The open market (Thursday and Saturday) is a bustling affair with ropes of Cumberland sausages available from several stalls. The Victorian market hall is now a museum and gallery with a fine local history collection covering the coal-dusted and sea-soaked history of the Town.

Add to all this the undoubted pleasures of St Bees Head, lighthouse, hidden bay of Fleswick and lofty cliff path, miniature steam at Ravenglass, Swinside stone circle, Viking crosses at Irton and Gosforth, nuclear power at Windscale, remains of the iron ore bonanza at Millom and Port Haverigg, forest walks at lonely Ennerdale, and there's more to school trips to the far north-west than just England's highest mountain and deepest lake.

I have little space left for Hull's Maritime Trail (leaflet 20p). This brings out Hull's connexions with whaling, takes in the Town Docks Museum, the new Humber Bridge, the paddle steamer and former ferry Lincoln Castle, now a restaurant. This trail blazons Philip Larkin's "fishy-smelling pastoral of ships up streets, the slave museum, tattoo shops, consulates, grim-scarfed wives". Hull is proud to be the birthplace of Wilberforce.

The trail brings out the maritime best from Hull's fishing fleet era to present-day sailings of North Sea ferries down through the lock and over to Rotterdam and Zeebrugge.

Defoe had Robinson Crusoe leave on his maritime adventures from Hull, of which he said: "Had I the sense to return to Hull, I had been happy."

Trail booklets are available from Hull Council Public Relations, 77 Lowgate.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Special School Party Bookings on Paignton-Kingswear line trains, Wednesdays during Summer Term. Departure and party bookings to School Party Dept, Dart Valley Railway, Buckfastleigh, Devon (Phone 0364 42338) 9AM or Paignton 558870.


# School travel and exchange

The number of special interest holidays for school children has increased greatly in the last two years. So too have opportunities for group travel to faraway places like Iceland and China.

This is the view of Hilary Sewell, editor of *School Travel and Exchange* which is now published bi-annually. The new 1982/3 edition of this indispensible school travel guide has a record 96 pages.

By contrast, she says, interest in the United States seems to have levelled off, while Spain, no longer having an edge on price over other European countries, has declined in popularity for school parties.

Every type of educational package to 38 countries, including Britain, is listed in the guide. Courses, tours, camps and sports programmes are covered, country by country, with details of prices, facilities, resources etc. There is also a list of hostels/centres offering group accommodation as some teachers prefer to make their own arrangements direct.

Opportunities for school parties include orienteering on a children's farm in Norway, soccer exchanges in the USA, Baroque music and instrument making in Germany and a course on industrial history aboard a narrowboat on the Grand Union Canal.

But it seems that school journeys with an environmental theme are becoming the most popular. More than 20 field-study organizations and centres appear in the section on Britain. Similarly holidays abroad now often include a chance to study topics like the local flora and fauna and conservation issues. They can even be combined with skiing.

Besides holiday packages, the guide covers exchanges between schools, and there are practical hints on planning school journeys and also notes on other useful publications.

Comprehensive as it is, the guide does not claim to be a complete resource list of school travel. Indeed, as Hilary Sewell says, the aim is to include only those organizations which appear to offer the best services and value for money. Outright duplication is avoided.

The Central Bureau cannot monitor standards in detail, but each organization must complete a questionnaire and its credentials are checked out. In addition the Bureau's Information Section is available to teachers who have a particular query on group travel.

# Heritage fair

Historic houses, museums, resorts and many other tourist attractions in the South East that have special facilities for schools are exhibiting at the Heritage Education Fair on Saturday March 20 at Sussex University, Brighton.

The idea is to let teachers see what is on offer for school visits to the area – East and West Sussex, Kent and Surrey. (There will be a few exhibitors from London and Hampshire too).

It is the third event of its kind organized by the South East Tourist Board; all those who have exhibited in previous years report an increase in school parties and some of the other tourist boards are now following suit.

The organizers also regard it as a useful opportunity for exhibitors to learn from teachers what they are looking for on a school visit, both in terms of resource material as well as amenities like picnic areas and bookstalls.

Further details: Marketing Unit, SE Tourist Board, Chevlot House, 1 to 6 Monson Road, Tunbridge Wells, Kent.

Gillian Thomas


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# Locks, bollards and bridges

## Exploring inland waterways. By John Gagg

Inland waterways probably provide the richest study harvest of any outdoor venue, for children of all ages. Even infant parties, carefully supervised, can be seen at locks and waterway museums, but the greatest benefits accrue to the nine-year-olds and upwards.

From this age, children can begin to appreciate that a canal, in particular, is more than merely another length of water. They can consider not only the intricate mechanics of constructing canals, but also the reasons for their digging in the first place. A little more thought then asks why, nowadays, our roads are crammed with juggernauts while many canals see nothing but pleasure-boats.

To start with, however, a canal or a navigable river, like all water, is an immediate attraction in itself. It has fish and boats, weeds, reeds and water-voles, and is surrounded by a greater wealth of flowers and trees than any less-moist environment. Wisely-chosen areas also have artefacts in variety: tunnels and aqueducts – some massive locks, mileposts, old signs, bollards, quays, warehouses, lock-cottages, bridges of all kinds, including lifting and swinging ones.

Almost every man-made item on a waterway offers further study, largely because of the happy fact that navigations were first made by many different companies. Thus the lock-cottages of the Shropshire Union Canal are quite different from those of the Strafford-upon-Avon (and the northern and southern ones of the latter differ from each other). Bridges vary strikingly. The Oxford Canal has many soft, low brick ones, and others of wood to be lifted upwards: The Macclesfield has delightful stone ones, curving gracefully inwards towards the water at their base. On the Leeds and Liverpool, more than 50 of the bridges must be swung sideways by sturdy boat-crews.

Even the humble mooring-bollard is a tiny topic of its own. Gnarled wooden ones remain, and massive metal ones of different designs still stand at such contrasting sites as Wigan, the R Nene, the R Lee and the Gloucester and Sharpness Ship Canal.

Locks, of course, have the biggest attraction for children. Although all locks serve the same purpose – to lift or lower boats between different water-levels – they fulfil this in a large number of slightly-differing ways, again due to the ideas of the early engineers. Most of the variety centres on the sluices, or "paddles", for letting water in and out of the lock.

Basically, openings must be uncovered for this task, and it is in the machinery for doing this that the engineers showed their hands. The Leeds and Liverpool Canal contains the widest ingenuity, with sliding boards, long racks of cogs, wooden arms to lift and large handles to turn. The Calder and Hebble offers portable club-like "handspikes" to lever up the paddles. Most canals require a cranked "windlass" to fit on various spindles to work a great variety of cogs and catches. Recent replacements have produced a hydraulic system known to all irreverent enthusiasts as "granny-gear". It all fascinates children, for the end result is always a swirl of water, and boats magically rising or falling.

By way of a change, the locks on some rivers such as the Nene and Great Ouse have steel shutters at one end to be winched upwards, releasing the water as they start to rise. But usually the end-gates of lock-chambers open like doors, swung by pushing on a "balance-beam" extending over land – another participatory activity beloved of children (so long as they stay on the side of the beam away from the lock).

Boat-variety abounds in summer, particularly if, as in Yorkshire for example, there is commercial traffic as well as pleasure boats. And with the wealth of natural science added to the canal history and still-existing furniture, a waterway visit can be the basis of a far-reaching study.

There are various ways for children to look at canals. Walking the towpath is the simplest, but a trip on a boat is the most rewarding. There are suitable "trip-boats" all over the extensive waterway system, and some take especial trouble to offer material and commentaries for schools. Details of such boats on the canals and rivers controlled by the British Waterways Board (the majority of our navigable waterways) can be obtained from the Information Centre, British Waterways Board, Melbury House, London NW1 6JX. This is the address for a great deal of other information and waterway material, including details of "camping boats" which offer simple accommodation for journeys of a week or more.

The best "package visit" is undoubtedly to the Waterways Museum, Stoke Bruerne, Towcester, Northants (Tel. Northampton 862229). In addition to the excellent museum there are locks and a tunnel nearby, and when you book a school visit (give good notice) the Museum will tell you of trip-boats in the area. There are several other museums – the Boat Museum at Ellesmere Port, one at Shardlow near Derby, one at Llangollen (with horse-drawn trip-boat), and the Black Country Museum, for example.

*The Waterways Museum in an old mill at Stoke Bruerne on the Grand Union Canal in Northamptonshire.*

Waterways books, and much information on all Britain's inland waters, can be obtained from the Inland Waterways Association, 114 Regents Park Road, London NW1 8UQ. This is a nationwide voluntary body of enthusiasts, and undoutedly without its founding in 1946 many waterways would now have become derelict. The IWA also offers a special leaflet for schools, free on receipt of a large stamped addressed envelope. Newly-converted enthusiasts are of course welcome as new members.

One final point must be made. A gentle stroll along a waterway may seem much safer than a walk on a road, but water is dangerous. Locks, especially, can be lethal to an inquisitive child leaning over the edge. Strict briefing and maximum supervision are therefore necessary with parties exploring waterways. Given that, waterway study is vastly rewarding.

# Bedding down

With 1,300 study-bedrooms in its colleges and halls of residence, the ILEA is now offering bed and breakfast accommodation to school parties and tourists visiting London during the summer, Easter and Christmas vacations.

Five halls are involved in the scheme, Furzedown which is close to Tooting Bec Common, Garnett College in Roehampton, Ralph West, a modern complex overlooking Battersea Park, Oplands on the edge of south London and Avery Hill College, 10 miles south east of central London in Eltham. The ILEA's conference and water sports centre at Ravens Ait, an island in the Thames near Hampton Court, is also available and has accommodation for 60.

Rates are about £8 a night, less for parties. Further details appear on a leaflet, FHE 2, available from the ILEA, County Hall, London S.E.1.


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# A chance for a second look

**Peter Dormer** visits the Crafts Study Centre, Bath.

To appreciate craft objects, such as pots and furniture, you need to handle them – they are not high art communicating ideas but aesthetic objects with a function. Least that sound too worthy or a case of too much grog beneath the fingernails, I would add that craftsmen have produced objects that are undeniably works of art.

It is just that we are dealing with objects that are domestic in scale and should be picked up, looked over, have their cupboards opened, and be handled and peered into. You cannot do this at exhibitions. Nor, in fact, do you tend to see much at exhibitions or museums – it is a case of moving on rather than giving longer second looks. Ideally one would take a few things home and live with them.

Thus the Craft Study Centre, at the Holburne Museum, Bath, was established to provide the chance for second looking, the lingering over one object, and for serious study – albeit, and necessarily, by appointment. The centre began in the early seventies, greatly helped by donations of work from Bernard Leach and Janet Leach. The centre's collection is strong in ceramics, textiles, lettering, and has some good furniture as well but is constrained by lack of space.

Barley Roscoe, who runs the centre, explains that an archive and library are also being built up so that visitors can see the craft pioneers in context and trace the roots of contemporary work. James Noel White, the first chairman of the centre's trusts has written that since the centre was the child of craftsmen – they wanted it – it has been possible to encourage makers to give diaries, journals, technical notebooks, and even sales books. In textiles, for example, the centre has what it describes as a definitive collection of samples, letters and photographs from the workshop of the weaver, Ethel Mairet. She is a key figure in the development of textile design in England in the twentieth century. On the basis of this collection a research project, funded by the Crafts Council and the Worshipful Company of Weavers, has begun to examine the influence of Mairet and her workshop.

As a part of its role of supplying evidence about the background and influences that have moulded the work of key craftsmen, the centre, which is especially strong on the first half of this century, puts on special exhibitions. For example, for much of last summer there was an exhibition of Chinese, Korean, and Japanese pots from Bernard Leach's collection, mixed in with some of this own work.

All these pots can be seen and examined for private study. Similarly, not forgetting furniture, one can go backwards from a recent table by Alan Peters through to the work of Ernest Gimson and Sidney Barnsley.

The very phrase "Study Centre" carries with it a frisson of validity – after all, the concept of a resource centre is a very OK seventies orthodoxy, but the necessity for the Bath Centre goes deeper than merely providing a resource. England's importance in the art and craft revival between the wars, and the rediscovery during the last decade that there was genuine intellectual, art and craft content in contemporary work, have not been matched by any rigorous critical and historical evaluation.

Much of the writing on crafts has been, and still is, uncritical and positively sycophantic. In short there has been no Gombrich for the crafts, and for there to be a good history of the crafts, and a good critical framework, the centre is much needed – a British Museum Library, if you will, of the crafts. Accordingly it must go from strength to strength.

For teachers it provides an excellent place to pursue their own work or to provide first hand information to support their ideas in the classroom. Alternatively, Barley Roscoe is happy to handle small groups of older children, such as sixth-formers, who want an opportunity to see and handle the best for themselves. There is a study room where small seminars can be held and where visitors can draw, paint, or write. The centre, is small and appointments must be made.

Although cramped the centre is lucky to have a decent temporary exhibition space which can be given over to contemporary work. In early summer last year there was the "Living Letters" show which exhibited a variety of examples of work from craftsmen who were calligraphers, and letter cutters. An occasional feature of the centre is the practical demonstration usually arranged to complement exhibitions.

What will be of use, money permitting, are more publications along the lines of the Katharine Pleydell-Bouverie catalogue that accompanied a centre exhibition. This publication contains several short interesting essays on Pleydell-Bouverie's importance and influence as a potter, as well as some recipes for glazes for which she is especially famous.

In the future it is possible, says James Noel White, that there will have to be a primary collection presenting work of the highest standards to future craftsmen, a teaching collection that will be more open to all comers. This way the centre can give due weight to high quality of work, conservation, and education – it is a delicate balance.

*Information: Crafts Study Centre, Bath, Holburne Museum, (University of Bath) Great Pulteney Street, Bath, BA2 DB; telephone 0225 66669*

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# A city set on a hill

Lincoln cathedral, visited by **Nigel Richardson**

John Ruskin described it as "the most precious piece of architecture in the British Isles. . . worth any two other cathedrals we have." Cobbett said it was the finest building in the whole world. Even the normally restrained Nikolaus Pevsner speaks of its "supreme beauty". And Alec Clifton Taylor, of *Six English Towns* and other fame, recalls being told by an expert when he was a small boy that "Durham is superb, but you can see it in two hours, you can't see Lincoln in a week". He was right.

In medieval times, Lincoln was the mother church of the largest diocese in England after York, stretching from the Humber to the Thames. Towering above the city on top of its hill, the cathedral is an astonishing monument to survival. Begun in 1072, it lost its roof in a fire in 1141, was destroyed in the earthquake of 1185 and rebuilt by St Hugh, only to be devastated by King John's troops in 1215.

The central tower collapsed in 1237 and was rebuilt along with two western towers. But the spire blew down in a gale in 1549 (a gesture of displeasure against the spoliation of the turbulent Reformation days?), and Cromwell's soldiers carried out the sort of "improvements" for which they became notorious, in 1644. The library had meanwhile burned down (in 1609) and the western spires had to be removed in 1807. Yet with judicious and regular care, the cathedral itself has survived for 900 years in one form or another, and although it now costs £125 an hour to maintain, its fabric is in comparatively good condition.

Perhaps it is the fact that no single large appeal has been launched on the lines of those at Canterbury, York, or St Paul's which has made Lincoln comparatively unpublicized in recent years. That, and the fact that it is on the "wrong" side of the A1 (17 miles north-east of Newark) unless you happen to be travelling from Nottingham to Cleethorpes, and the lack of such other obvious city attractions as York's Railway Museum, have brought rather fewer school parties here than to other comparable cathedrals – about 100 tours totalling 3,500 children in a typical recent summer. But, trainee teachers at Lincoln's Bishop Grosseteste College find it an excellent place for a school visit, and others will too.

The cathedral is one of those which charge admittance to summer visitors, although the child charge per head is only nominal. School parties intending to visit and wanting a guided tour are asked to write to the Dean's Verger at the cathedral, giving an outline of their proposed arrangements. It is sometimes possible for parties to be taken up the Tower, provided that there is full adult supervision. Parties are sent information sheets which include picnicing and parking facilities and an account of the wide variety of uses to which the cathedral is put nowadays.

*Lincoln Minster seen from Eastgate*

The cathedral shop sells a number of useful guidebooks, including an edition for young people, and, for teachers who want to do some advance preparation in depth, there is the Lincoln Minster series of pamphlets which includes details about the origins and growth of the foundations, the muniments, the glass and roof bosses, the choir stalls, and biographies of three great figures in the building's history – St Hugh, Robert Grosseteste and Bishop Edward King. The north transept is a regular venue for exhibitions about the work of restoration – including recently, all the new stonework for the intricate top part of one of the great windows. Nearby, in Exchequergate, the Minster shop sells a wide range of souvenirs including local history postcards, and the tourist information centre at the corner of Bailgate and Castle Hill has extensive literature about the surrounding city and area.

Besides provoking discussion about why such a building was begun, how it has survived, whether it still justifies itself and how it might develop in the future, the cathedral has outstanding architectural features apart from its actual siting. Part of the original Norman building survives at the West End, but the main cathedral is in Gothic style – in contrast with those of France, it has series of projections at right angles to the principal axis, giving an effect which Alec Clifton Taylor describes as diffusion rather than concentration. Some of the roofing is unusually steep (73°).

Inside, the most sumptuous area is the famous Angel Choir, an Early Decorated masterpiece which took 24 years to complete. The finely carved choir stalls merit close inspection and the medieval library contains a copy of Magna Carta. The north transept window known as "the Dean's Eye" contains some 60 biblical scenes and was constructed in 1210 – no glass in England has been longer in its original setting.

By contrast, the south transept's "Bishop's Eye" contains a wonderful mosaic of fragments recovered after the Cromwellian pillage. The Chapter House, in which Edward I proclaimed his son the first Prince of Wales in 1301, has glass depicting scenes from the foundation of the cathedral to John Wesley's last visit in 1790.

For parties with time to spare, the walls of Lincoln Castle, less than a quarter of a mile to the west, provide magnificent views of the surrounding area, and a chapel with boxed-in individual seats, once used by inmates of the nearby prison (from which De Valera escaped) provide a telling example of how, here and in the cathedral, the highest and lowest of society used to worship the same God in totally contrasting surroundings only a stone's throw from each other.

Today, with its nave seating normally removed and the eye thus concentrated on its spaciousness and outstanding proportions, Lincoln Cathedral stands as a monument to continuity and the worship of God. Its concessions to modernity – shop, lavatories and restaurant – are hidden yet very accessible. Its resourceful vergers were the first to come to terms with modern energy costs by installing themselves in a heated modern greenhouse in one of the transepts. Coventry has its Sutherland tapestry, Liverpool its Paisley palace and Mersey Tunnel at either end of Hope Street, but neither of them has Lincoln's grandeur – medieval yet timeless. Truly a city set on a hill that cannot be hid.



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## London

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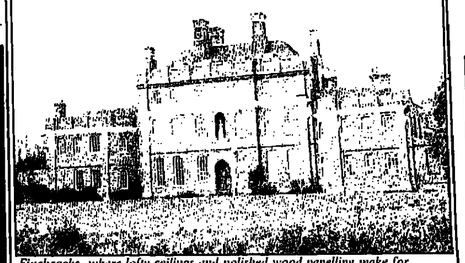

*Finchcocks, where lofty ceilings and polished wood panelling make for excellent acoustics.*

# Begging to be played

**Gillian Thomas** suggests Finchcocks in Kent for a musical tour

Young fingers – as long as they are not sticky! – are always welcome to play a few notes on the keyboards at Finchcocks. Its unique collection of nearly 100 early keyboard instruments are far from being mere museum pieces.

Collected by Richard Burnett, a professional pianist, lovingly restored and displayed in the appropriate surroundings of an eighteenth century mansion in Kent, they beg to be played. Moreover, the lofty ceilings and polished wood panelling provide excellent acoustics.

Although Richard and his wife Katrina, a former English and drama teacher, now a freelance writer, bought Finchcocks in 1971 to house the collection which was rapidly outgrowing their Victorian house in South London, they worked closely with schools last year, for the first time.

Their highly successful education programme has included a series of master classes and day courses geared to O and A level examinations as well as the Associated Board's grades. Musical tours for schools last about two hours and include a recital in the Great Hall.

"Come and play the loudest chord you can – and then the softest – on this harpsichord" urges Richard Burnett as a school group begins its tour, usually in the drawing room.

To the surprise of anyone unaccustomed to a harpsichord, the results are identical. "That's really why pianos came along", he explains. "The volume from an instrument with a 'plucking' mechanism cannot be varied. The same happens on a spinet. By contrast, pianos use a striking action so the player can control both the volume and the tone".

Richard rounds off the demonstration by playing the oldest of his instruments, a small Italian spinet dating from 1692 which has only one set of strings.

As visitors move from room to room, history comes to life through music, with Richard or one of his colleagues providing both anecdotes and accompaniment. They point out that the first pianos – fortepianos as they are now known – could not produce a very loud sound because of their delicate hand-made construction on an all-wood frame.

However when large concert halls began to be built in the mid-nineteenth century pianists wanted to be able to produce a great deal more volume than was needed in the intimate surroundings of the drawing room or private hall. This led to the development of metal-framed instruments which could be mass-produced and were the forerunners of the modern piano.

As Richard knows only too well, the fortepiano has another big drawback. It quickly goes out of tune, especially when moved or played. Thus he has had to learn the art of tuning and whenever Finchcocks is open he has to spend at least two hours beforehand on them.

"On the other hand, they also thrive on being played" he smiles. "It grieves me to see historic instruments in museums just standing on show. In fact in our workshops here we have restored many in British collections, such as those at the Victoria and Albert Museum. But untouched they do not remain in good working condition".

A graduate of the Royal College of Music and Kings College, Cambridge, Richard specializes in performances of early piano music. His collection, which he started in 1968 with a grand fortepiano by the famous maker Clementi, was sparked off by curiosity. How would the music of the great classical composers – from Haydn and Mozart through to Schumann and Chopin – sound on the type of instruments used when they were written?

"There were quite a few on the market then and prices had not begun to soar" he recalls. "I quickly decided that they provided the truest and most satisfying interpretation.

"Now whenever I can I use the most appropriate one when performing a classical work, even though it frequently means taking one of my own fortepianos along in a transit van!"

Among the most remarkable of the pianos is one made by the famous Viennese craftsman, Johan Fritz, in 1815. It has a series of four pedals which provide drum, cymbal and bell accompaniments known as "Turkish Music".

To demonstrate it, Richard always strikes up a lively country dance by Schubert who, he points out, may well have written such effects into it, judging by some of the markings, now barely distinguishable, on the original score.

The biggest and loudest instrument in the house – and probably the rarest – is a chamber organ built in 1766 by John Byfield. Remarkably it had stood untouched for 150 years in Castle Grant in Scotland when it came up for sale. Consequently, unlike most of its contemporaries, it is still in its original condition.

Several pianos are cleverly disguised as tables (this was very common in the early nineteenth century), and there is an amazing upright grand complete with bookshelves and one of the first mini-pianos built in 1841 whose cabinet is only a few inches wide.

In addition, at the top of the sweeping staircase on the second floor, there is an informative display of photographs and tiny models showing how a harpsichord is made.

Working with a group of local music teachers, Katrina has produced question sheets and background information for use by school parties. This year's courses and tours begin in March though schools can make their own arrangements through Katrina for most times. The children's week is planned for July this year and the general public are admitted on Sundays from April to September and daily during August. Prices are between £1 and £3 a head depending on age and the type of visit. Finchcocks is at Goudhurst, Kent. Tel: 0580 211702.

## London

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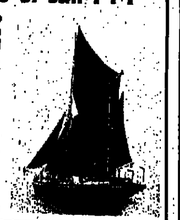

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**extra**

# Japan in Britain

**By Michael Houser**

Who is Japan's Prime Minister? (try naming the Emperor, if it helps). What is "thank you" in Japanese? Who earns more: the average Briton or the average Japanese? Does Japan possess nuclear weapons? Why do the Japanese bow? Which society suffers higher prices – or enjoys less crime – or has better schools? Does Japan even have a Prime Minister?

You needn't be embarrassed if answers – *any* answers – to such basic questions don't exactly roll off your lips with the confidence of a "Mastermind" finalist: you're part of a very large "silent majority". Imagine, on the other hand, how effortless your response would be if "America" had been substituted for "Japan".

Now imagine that it's the year 2001. Posed similar questions again, this time you are confronted by a classroom full of inquisitive "eduholics", scrutinizing your every utterance. You will need some answers by then; the econometric signs are that Japan will figure as prominently in Britain's national life in the next century as the United States has in this one.

Such a trend is already underway. Japan is becoming increasingly important to Britain with a reversal of roles unlikely for a long time. Ironically, even by the end of the 1960s, you would have been hard – pressed to find much evidence of a Japanese presence in Britain – let alone any substantial public interest beyond the Japanophiles with their passion for esoteric Japanese arts or budding Japanologists struggling with packs of *kanji* (Chinese characters) cards.

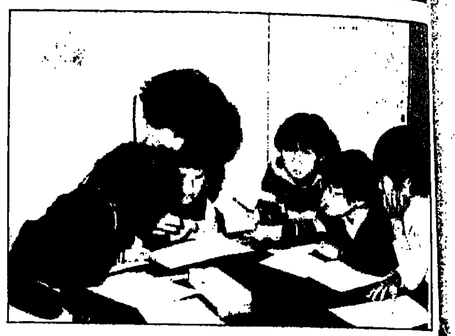
To say that times have changed is quite an understatement: some 20,000 Japanese now live in Britain, mainly for the purpose of running the more than 300 Japanese companies established here – which, in turn, employ some 15,000 British workers directly and help another 100,000 hold on to theirs, indirectly. Look at Honda, for instance: the company only came into being in the late 1950s yet it may prove to be BL's saving grace- a sign of things to come perhaps?

Japan represents the kind of competitive future which will overwhelm us – unless we come to terms with her and learn to adjust to a fast-changing world which she epitomizes.

As a focal point for comparative education, Japan takes some beating. For a start, few would dispute Japan's enormous intrinsic interest. Much of the attractiveness of teaching about Japan lies in the considerable differences between British and Japanese society. To be sure, there are also some useful similarities: both have long traditions of independence and monarchy.

Both were first in their respective regions to industrialize. Both have pronounced island mentalities: the Japanese being as uncomfortable with the label "Asian" as the British with the tag "European". More useful still may be the ways they mirror each other: Britain, once an irresistable colonial force, Japan the exception which resisted successfully. Japan: psychologically open but sociologically closed – Britain, sociologically open but psychologically closed. In the wake of Toxteth and Brixton, this last point is particularly important. Albeit in a different way, it serves to reinforce the importance of Japan in Britain's future.

The biggest problem in teaching about Japan has long been accessibility – physical as well as psychological. As regards the latter, there can scarcely ever have been a greater volume of information reaching Europe than the flood of reports, studies, statistics, attitude and opinion surveys which has flowed out of Tokyo during the 1970s.



*Pupils in the Japanese school in Camden Town who are eager for exchanges and contacts with British Schools*

But of course information is not, *ipso facto*, knowledge nor knowledge, understanding. In this respect, the sheer presence of Japan in Britain provides opportunities to overcome the physical and psychological barriers: the mountain, in this sense, has come to Muhammad.

Japan's presence in Britain is both sizeable and multi-dimensional; with nearly half of all Japanese in Europe living and working in Britain, you might expect as much. The spectrum begins with companies of all sizes and types, and runs through a big media contingent to include information and interest groups (trade and tourism, for example), clubs and organizations offering everything from tea ceremony, *zen* and calligraphy to Japanese sports (*kendo*, *judo*, *karate* and *aikido*) and games (*go*, *shogi*). More than 30 Japanese restaurants and food shops in London now cater to the very particular Japanese palate – who's to say that one way to a student's mind isn't through his stomach?

*Michael Birch, Europe's only non-Japanese Tea Master. His travelling tea ceremony has visited hundreds of schools from Belfast to Bristol*

Though generally obscure, British Japanophiles are well organized and generally eager to support any sort of Japanese studies. The major university centres for Japanese Studies (London SOAS, Sheffield, Oxford, Cambridge and Stirling) have student-based Japanese Societies. There are also the Japan Society of London, the Royal Society for Asian Affairs and the British-Japanese Parliamentary Group for aspiring politicos.

There are at present fewer than 4,000 Britons living in Japan: one consequence of this has been that finding Japan-experts has been comparatively difficult – outside the universities at any rate. This state of affairs is also changing: since 1978, and for the first time since the 1930s groups of young British graduates are being sent annually to teach English in Japan. Their Japanese experience has been telling-recently, they have organized themselves into *Anjin Kai* (The Will Adams Society) which will prove to be an enormous boon to anyone teaching Japanese Studies of all kinds *if* links with the teaching community can be forged. In addition to their valuable practical experience inside Japan, they are all connected in the varied and interesting Japanophile world.

Getting off the ground is always the most difficult part of this kind of teaching. Contacts are the key, though a little help in the way of resources and ideas for visits goes a long way. The Anglo-Japanese Economic Institute publishes a very helpful directory of Japanese companies. The Japan Information Centre, which has been running "Teaching About Japan Workshops and VIth Form Conferences all over the country since 1976, will supply more-along with lots of working ideas for teaching programmes and visits. The Japan Foundation will consider requests for assistance in developing Japanese studies resources.

For a taste of just some of the possibilities, consider these. You may already take students to visit national newspapers for one reason or another. Interesting insights into how the Japanese view Britain-or how Japanese living outside Japan view their own country could be gained at the same time since the bureaus of two of Japan's leading national dailies, the *Asahi* and *Yomiuri Shimbun*, are located in the same buildings as *The Times* and the *Daily Mail*, respectively. How serious are European threats of protectionism directed against Japanese products? you could try to find out at the same time you are visiting Parliament by arranging a session with members of the British-Japanese Parliamentary Group.

Why is Japanese industry here through invasion or by invitation? Visits to Japanese companies is, say, South Wales, could combine a look at how differently the Japanese manage people and organize industrial relations with the policies of the Development Corporation for Wales, which may have brought them there in the first place.

The possibilities are endless. Did you know that the British Overseas Trade Board has an "Exports to Japan Unit", or that the BBC has a Japan Section. . . .

Like the Japanese say, ". . . few are born wise, but many may become wise".

*Japan Information Centre*
9, Grosvenor Square,
London WC1
TEL: (01) 493 6030
Information Inquiries: (Mrs. Kyoko Read)
Conference Workshop: (Ms Mavis Pilbeam)

*Anjin Kai* (The Will Adams Society)
George Nimmo, Chairman
2, Piermont Green,
Dulwich,
London SE22

Anglo-Japanese Economic Institute
342-346, Grand Buildings,
Trafalgar Square,
London WC2N
TEL: (01) 930 5567



**extra**

# As she is spoke

**How to get the linguistic best out of a school visit to France. Anthony Peck introduces a new aid.**

The "school trip" to France is principally an optimistic attempt to improve command of the language, and perhaps even bring an extra O level or CSE pass within reach. But how difficult it is simply to go to France and practise one's French!

How can you take a class of English-speaking pupils to France and ensure that they will meet French people and practise the language they have been learning at school? Even if this were possible, how can you get them to speak French to each other during the hours spent in trains, coaches, hostels, and so on? How can you use the trip to France to provide a source of oral and written work for when the group returns?

Recently, the Yorkshire-Lille Exchange Committee, which annually sends some 2,400 pupils to France, has tried to come to terms with these problems in order to ensure that their boys and girls derive the maximum linguistic and cultural benefit from going to France.

Concerned that the schools should get value for the money being spent on travel and accommodation, the Yorkshire-Lille Exchange Committee approached the Language Materials Development Unit of the University of York to enquire whether materials and methods existed for bridging the linguistic and cultural gap between visiting classes of school pupils and the French population. Since the LMDU has been associated for some time with the work of the Council of Europe aimed at making the free movement of people and ideas in the European area easier by increasing the scale and effectiveness of language learning, the problems of English children visiting France presented a worthwhile challenge. This experience made it possible to provide an operational analysis of the communication objectives which pupils and teachers would be likely to have, and to make a detailed minimum specification of what these young learners of French ought to be able to do with the language they have learned in the first years at school.

The work undertaken by the LMDU was based on the twin principles that preparation for going to France should be learner-centred, considering the problem of language-learning from the point of view of the pupil, and secondly, that it should be needs-oriented and operational; that meant concentrating on what pupils need to be able to say to French people and what they are likely to have to understand. This approach meant stepping aside from the aims of traditional text books, which all too often see French merely as an abstract system for constructing propositions; it meant looking at French as a source of utterances having pragmatic intentions, and giving pupils a means to achieve a set of practical goals.

Appropriate goals had to be ones which English pupils, working singly or in pairs, could realistically achieve in any French town or village (or family), after no more than a day in France, with French people they could meet in shops, cafés, stations, on the street corner, in a school, or anywhere where people congregate. Moreover, they had to be aims to which teachers would be sympathetic, and which could easily yield language practice back home in the classroom situation.

The LMDU produced a prototype syllabus which met these specifications as far as possible, and they were then discussed with groups of teachers and advisors.

A small booklet was written which taught pupils how to approach French people of all ages, and ask them to agree to answer a series of questions. The booklet then shows how to interview French speakers on a range of topics such as: how they spend their leisure time, what sort of homes they live in, how big and varied their families are, how they spend Christmas and Easter, where they go for their holidays, how a typical working day runs and, for young people, how they spend their pocket money. The pupils are shown how to record the information they obtain, how to compare notes among themselves in French, how to extend the work by comparing what they discovered in France with their own experience at home, and how they can enrich their school work with the results.

The booklet, entitled *Découvertes*, was piloted in a novel way. Two adult native speakers of French, an English schoolboy and a schoolgirl aged thirteen, none of whom had ever met each other before, were invited into the television studio at York University. Armed only with the draft version of the book and their command of French, the schoolchildren had to interview the French adults. The resulting video tape can be viewed on request.

*Découvertes is published by the Language Materials Development Unit of the University of York, 85 Micklegate, York YO1 1JZ. Price: 60p plus postage.*

*The Queen is crowned. Replica regalia are used in the Tower Education Centre to explain the ritual of the coronation ceremony*

# Monumental freedom

The ancient monuments and historic buildings looked after by the Government provide excellent first-hand educational resources for the study of art, architecture, history, geography and the social, environmental and domestic sciences. They range from pre-historic stone circles, to Roman forts and medieval castles, to nineteenth century windmills, and offer a link with our traditions, values and culture and illustrate the development of our nation.

These sites and buildings are of national importance. Accordingly educational parties who book in advance may obtain free admission to the sites and monuments that are open to the public. This can represent a considerable saving to schools planning visits and helps particularly when money for school activities may be hard to find.

Publications, postcards, posters, slides and films are all available for use in preparation for, during and as a follow-up to visits. Publications include the standard blue handbooks, the authoritative guides to individual sites, souvenir guides, simple card guides and educational publications especially for young people.

The films fulfil four main purposes: some explain what to look for and how to understand what is actually seen when visiting an historic site, others illustrate a process like firing a flint-lock musket or putting on a suit of armour which it is not possible to demonstrate in the classroom, yet others adopt the historical approach to the development of individual buildings whilst the last category describe the work of the Directorate of Ancient Monuments and Historic Buildings in preserving and conserving our historic heritage. Most of the educational films are available on free loan from the Central Film Library.

For further information, catalogues and application forms for free educational visits contact the Education Service, Directorate of Ancient Monuments and Historic Buildings, Department of the Environment, 25 Savile Row, London W1X 2BT (telephone 01 734 6010).

# East Anglia
## Perfect town

Lavenham is the most perfect medieval town in Britain. It has one of the finest perpendicular churches in England, with a tower which stands as a prominent and noble landmark amid the gently rolling slopes of southern Suffolk. Children, who may well neglect the opportunity to study the finer points of late Gothic architecture, will still enjoy seeing the misericorde carvings in the choir, especially the robust carvings depicting a jester, a man holding a pig, and a pair of musicians (although it is said that one of them is using a pair of tongs instead of a bow and a pair of bellows instead of a violin!). Walking down the hill below the Church you get immediate answers to the inevitable question – why such a small town could afford the luxury of so impressive a church. A street, called Tenter Piece, recalls the tenters which were used to stretch drying cloth (hence on tenterhooks) and several fleur de lys embossed in the plaster wall of a house depict the woolmark used by Lavenham's woollen merchants.

There is further evidence of Lavenham's prosperous woollen industry of the fifteenth and sixteenth centuries in Water Street at the bottom of the hill, where the Wool Hall stands opposite the tudor shopfront in Lady Street. A picturesque row of weavers' cottages, popularly supposed to be of Flemish origin, can be seen further down the street and other similar cottages can by studied in Shilling Street on the way up to the marketplace in the centre of the town.

The stepped market cross in the marketplace stands next to a half-timbered jettied building believed to have been the toll house, where medieval traders paid their market dues. The square is dominated by the magnificent Guildhall of Corpus Christi dating from 1520. Apart from its intrinsic interest as a tudor guildhall with many exquisite wooden carvings, it also contains an excellent exhibition tracing the history of Lavenham. The Guildhall's shop sells one of the best Children's Guides I have ever seen – a 32-page guide with colourful and imaginative pictures of Lavenham in Tudor times – a bargain at 60p!

Admission: The Guildhall is cared for by The National Trust and open from 10.30am to 12.30pm and from 2 to 5.30pm from April to October; and also in March and November when it is closed on Fridays. Entrance is 20p for children in organized school parties.

Address: Lavenham Guildhall, Market Square, Lavenham, near Sudbury, Suffolk (Lavenham 247646).

P.S.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# Midlands & North of England


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kwvlr — Schools Parties Booking Office,(Dept.T/ES) Keighley & Worth Valley Light Railway, Haworth Station, Keighley, West Yorkshire, BD22 8NJ. Or Tel. Haworth (0535) 45214 or 43629.

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**HOW TO FIND US – EASILY.**
Just 2 miles south of Bromsgrove off the A38 Bromsgrove by-pass, 3 miles north M5 June. 5.
For full details, the latest brochure and special terms for parties please contact the Museum Education Office.
**AVONCROFT MUSEUM OF BUILDINGS**
TB, Stoke Heath, Bromsgrove, Worcestershire B60 4JR
Tel: Bromsgrove 31896/31363

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**0524-734220**
Steamtown Carnforth Lancs. is a working museum housing over 30 locomotives and equipment. It provides a source of enjoyment and interest for people who enjoy a railway atmosphere and there is a wealth of social, economic and industrial history here.
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**The Shakespeare Birthplace Trust Stratford-upon-Avon**
School parties are welcome to visit the Shakespearian properties (Shakespeare's Birthplace, Anne Hathaway's Cottage, Mary Arden's House, Hall's Croft, New Place). Special admission permits for schools. Lectures on Shakespeare, etc. can be arranged. For details please send stamped addressed envelope to the Director, Shakespeare Centre, Henley Street, Stratford-upon-Avon (0789 4016).

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# Hebridean cruising

**By Jim Andrews**

Corryvreckan is the name of the turbulent gulf between the islands of Scarba and Jura. It is also the name of a 55ft ketch which is available for charter from Oban. Owner-skipper Doug Lindsay and his wife Mary operate the charters. Five star meals are provided, lavishly and frequently.

The boat is met at Oban North Pier and part of the first afternoon has to be spent in stowing away gear and learning how to operate the toilets. By the end of the voyage the crew members will also be familiar with the working of most of the sailing equipment, and will have had steering and navigation instruction. There is plenty to do for those who want to gain experience of the technique of sailing a large boat.

Corryvreckan is built out of ferro-cement. In her smart, dark green paint she has a very smooth finish and the deck becomes pleasantly warm in the sunshine. There is a spacious chart house which also contains the radio, depth finder and the "speedometer". These instruments are a constant source of interest.

The saloon is roomy and comfortable, and because the seats do not need to double as bunks, it can be used as a common room without having to move personal gear. There is a separate fore-cabin, with four berths. If there are nine people in the crew there is plenty of room for everyone and a sufficient number of hands for the morning watch duties, as Corryvreckan has to be in immaculate condition before she sets sail each day.

Where you go during the week depends upon the wind and the tides, and you must be prepared to make the best use of widely varying weather conditions, as the following extracts from our sailing club log book attempt to show:

**Day one:** We were clear of Oban by early afternoon and passed Lismore lighthouse to starboard to enter the Sound of Mull, running before a force five, carrying mainsail and working jib. Heavy rain followed us up the Sound and the oilskins were well tested. Frequently, flocks of shearwaters and guillemots were seen and the occasional seal, who inspected us cautiously.

Just before Calve Island we listened to the shipping forecast, which promised calmer conditions for our area with the wind veering to the west. We anchored in the crowded bay of Tobermory.

The dull evening did not show off the colours of the waterfront buildings, but we went ashore to call home and to enable some to renew acquaintances in the bar of the Mishnish.

At eight o'clock we tucked into chicken and almonds and fresh strawberries, and talked about the next day's sailing.

**Day two:** In a calm anchorage Corryvreckan lay quietly and very still. At eight o'clock by the brass clock in the saloon the lower deck watch crawled out of their bunks and made a brew. This vital start to the day was repeated with varying enthusiasm and skill by members of the other watches during the week.

After the duties, and having fed the porridge scrapings to the sea gulls, we motored out of the bay and headed towards Ardnamurchan Point. As the morning brightened the clouds lifted from the hills and a faint westerly breeze was felt as we began to roll on the swell of the open sea.

When the lighthouse on Ardnamurchan Point appeared – around the corner, as it does – we gained the wind and all sails were set for the first time. Sitting on deck, we looked up at the graceful curves of the mast and ahead to the blue outlines of the Small Isles. We sailed to Eigg, anchored at Galmisdale and went ashore for a walk along the cliffs to the Macdonald's cave, the scene of a massacre in the seventeenth century.

Back at the boat we went swimming and fishing while Mary produced a roast ham feast, and by toddy for the swimmers.

**Day three:** Today we sailed north to Loch Scavaig on Skye and then back to Loch Scresort on Rhum. A four-five westerly gave us exhilarating sailing on a reach, with the boat heeled over, the spray flying and fulmars skimming the waves by our side.

*Aboard the Corryvreckan*

At Soay we were hailed by a fishing boat and were offered fresh crabs and shrimps by the skipper, Tex, who hunted for sharks with Gavin Maxwell in the late 1950s. In exchange we gave fresh cakes and biscuits (baked daily on Corryvreckan).

From Loch Scavaig we walked over to Cornisk. Deck wellies are ideal for some of the island paths in July. On reaching Scresort on Rhum we made arrangements to visit the castle in the morning.

**Day four:** We left Rhum in the late morning after being given an interesting tour of the incongruous castle and its treasures. It was a bright day and we were blown south to Coll by a force six, but boats trying to go the other way were being given a pounding.

At Coll the anchorage is exposed to the wind tearing over the low island, so we ran down to Breachachah proved to be too Gometra, through the Treshish Isles, to reach a more sheltered spot. On the way we dined off fresh crab bisque and hotpot. It was 11 o'clock before we anchored and made fast for the night.

On a previous trip, between Coll and Treshnish in calm conditions, we saw four basking sharks and then, suddenly, a whale surfaced in front of our moving boat, dived and surfaced again to starboard of us before moving off to the south-west.

continued on opposite page



## Hebridean cruising *continued*

**Day five and six:** It was still blowing when we left Gometra carrying reefed main and jib. Under these conditions it was not possible to call at Staffa, so instead we enjoyed a fast sail along the south coast of Mull to reach Loch Spelve by teatime. After rubbish-burning on shore we walked up the nearest hill to enjoy a view over the firth to the Appin Hills and Ben Nevis beyond. We put out a second anchor before our evening meal, but on the last morning we found calmer conditions for a leisurely sail over to Lismore where we joined dozens of seals for a swim in a sheltered bay.

After lunch we returned to Oban, sailing by a fleet of dinghies enjoying their afternoon race.

A wide variety of cruises has been arranged for 1982 from May through to October 8. There are six-day cruises costing from £130 to £160 per berth depending on the dates of the cruises. There are two 13-day cruises at £300 per berth and most of June is going to be taken up by a great 19-day cruise as far as the Faroe Islands and back. A berth on this cruise will cost £440.

The normal minimum age limit for children is 16 if unaccompanied, 12 if accompanied, but if the whole boat is booked by a school party, then younger children are welcome.

An illustrated brochure with some fine photographs and a plan of the boat can be obtained from Douglas and Mary Lindsay, Yacht Corryvreckan, Island of Kerrera, Oban, Argyll.

*J. J. Andrews is headmaste of Alsager Comprehensive School, Cheshire.*

## Edwardian style

Pollock House and grounds, situated about three miles from the centre of Glasgow, makes an ideal all-weather outing.

The eighteenth-century house was donated to the city in 1966 and is now part of the Museums and Art Galleries department. Activity sheets are available to help focus attention on the rococo decoration of the rooms and the period furniture. The house also contains the Stirling Maxwell collection of Spanish painting.

The house is not large and 30 is the maximum size of party that can be taken round. The downstairs kitchen has been restored in Edwardian style and offers coffee, lunches and afternoon tea.

Entry to the grounds is from Pollokshaws Road, and there is ample parking space for coaches close to the house. The park, containing a nature trail, a saw mill and a herd of Highland cattle in its 365 acres, is run by Glasgow Parks department.

Pollok House can also be reached by taking the train to Shawlands or Pollokshaws West and walking about a mile through the grounds.

Bookings for Pollok House should be made through the Museum Education Officer at Kelvingrove (041-334-1131). The house and gardens are becoming an increasingly popular tourist venue, so it is as well to book early. Entry to the house and car park is free. Opening hours 10-5 (Sundays 2-5 pm).

## Capital centre

This new visitor centre at the west end of Princes Street would provide an enjoyable and instructive two-hour visit for a school party visiting Edinburgh for the first time. In a bid to attract the educational market. This year, groups of 10 or more children are admitted at 30p a head (usually £1 for children, £1.80 for adults).

On the ground floor of this converted church is a 120-seat auditorium which stages a multi-vision audio-visual show called *The Making of Edinburgh*. In 35 minutes this traces the history of the city from prehistory to the Festival, with great visual splendour and narration by Gordon Jackson. It will certainly appeal to 12- to 15-year-olds.

Upstairs is the famous Spectacular Scotland model, measuring 12 metres by 10 metres. Over 600 features can be illuminated by pressing a button on the consoles surrounding the model. Headphone sets are soon to be installed, giving a short commentary on different areas of the country. Model trains and ships are also promised, as well as activity sheets.

In the basement is a snack bar and craft shop which could accommodate parties of up to 40.

Coaches can park in Lothian Road or Castle Terrace car park. The nearest railway station is Haymarket. For bookings contact Gay Grossart at 031-228-2828. Opening hours 10–5.30, seven days a week.

# Spinning at Styal

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(Japan had trapped it
In a reconstructed loom . . .

The fate, Ted Hughes observes, of hundreds of north country cloth mills. But not Quarry Bank, thanks to the beneficence of its last owner, the vision of the National Trust and the vitality of Quarry Bank Mill Development Trust who rent it from them.

Far from becoming entombed, the impressive, five-storey brick building with rows of latticed windows is alive with cotton spinning, weaving and related activity. By the summer, 15 looms should be throbbing into the quiet air of Styal's wooded valley, and eventually they will, once again, be powered by the River Bollin.

There is no earthly point in teachers taking parties to the mill if they want a school visit laid on a plate, Anne Blackburn, the museum education officer said. For one thing they do not provide work sheets. Then it's a very big site; it takes 2½ hours to go round properly, so it is no good, either, trying to fit in with Ringway Airport in one afternoon.

What they do provide is an imaginative patchwork of interrelated social history, industrial archaeology, architecture and art and craft, viewed comprehensively by touring the premises; looking at museum exhibits, reading extracts of written documents and watching working demonstrations. They run a full programme of craft workshop courses in textiles, a variety of craft fairs, folk concerts, fabric sales, exhibitions, musical plays, and even two or three annual teachers days, specifically to prepare them for group visits.

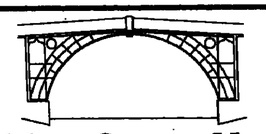
Ideally, teachers should attend one of these and select what they want out of the mill. The response has been tremendous, the next one on October 2 will be limited to two teachers per school. There are teachers notes, guides for a small fee, and always, there is a member of staff prepared to discuss details, from 9 to 5 Monday to Friday.

Until 1784, Styal remained a tiny agricultural hamlet. Industry arrived as a result of the industrial revolution and soon made up in impact for what it had lost in time. But the success of the venture was not due solely to the inventors; Kay with his flying shuttle; Hargreaves, the spinning jenny and Arkwright, his water frame. We owe it to the flair and ability of a wealthy landowning family, that Styal has become a textbook example of industrial archaeology. Samuel Greg built the mill and successive generations of his prolific family left their mark on the business and the village which grew up to support it.

Records were made and kept. We know for instance, that the demand for labour suddenly spiralled way beyond the reserves of the hamlet's sparce inhabitants, whence a new population was gathered from families in the under-employed south, and young workhouse orphans. Philanthropic Samuel Greg assumed total responsibility for their welfare.

*Continued overleaf*

Midlands & North of England

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**Blists Hill Open Air Museum**
Is an exciting site where the past comes to life. Here a typical Shropshire mining town is being created around existing industrial monuments. Exhibits include a working steam driven pit winding engine, cottage, shops a saw mill, candle factory and mission church.
The museums education service provides help in organizing a visit through bookists, site guides, teachers packs and a teacher's handbook. The Ironbridge Youth Hostel offers high grade accommodation with field study facilities.
For further information telephone Ironbridge (095245) 3522 or write to Ironbridge Gorge Museum, Ironbridge, Telford, Shopshire TF8 7AW.

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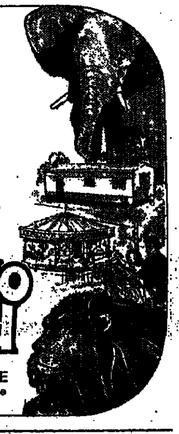

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# General

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- school and class links with schools abroad as an aid to the teaching of modern languages, European Studies, mother tongue, geography, history, music or art. Such links usually involve an exchange of correspondence, tapes and other material and can lead to exchange visits.
- individual penfriends for pupils aged 10–18 in a wide range of countries.

**Full details of all the above schemes are available from School Links & Exchanges (SLE 3) Teacher and School Exchange Department, Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE.**

# Channel Islands

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**VISITING GUERNSEY**

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Laurence Adkins
Museum Education Officer
Candie Gardens, St. Peter Port
Guernsey, Channel Islands
(0481-28671/26518)

# Scotland

# extra

## Spinning at Styal *continued*

Selections from medical records and comments from the apprentices themselves portray a strange mixture of feudal exploitation and high-minded concern. Life at the mill was arduous for the early spinners who worked on heavy machinery, for a standard day of 13 hours in a continual ear-splitting din; and wages were low. Yet living conditions were rosy by comparison with those in the city.

Model cottages, built to house the new influx, were distinct from the rambling, thatched cruk cottages of the pre-Greg era. Together with school and cooperative shop, they still form the centre of the village; and here again, there is a wealth of archival material to substantiate each area of life. The school, allegedly built on request from the villagers, provided a good education for the children of the operatives; the shop where goods were purchased out of wages and the two chapels. Methodist for the village and staunchly Unitarian for the Gregs.

Today the whole place has been designated a country park and conservation area, and the village is seen as an integral part of the scheme. Styal has remained a tight-knit community, aloof from trendy development. The National Trust has repaired and meticulously modernized workers and apprentices cottages, and some of the people living there, now working for the trusts, are descendents of the workhouse recruits who were employed at the mill in its last business days. Inevitably they have born some strain in becoming part of a living museum, and visitors are asked to respect the privacy of their homes.

As a complete industrial community in its natural setting, Quarry Bank has remained virtually unchanged for two centuries. It is the interaction between people, work and the environment that makes it unique. But while much of its value lies in its sweep; the poignancy that brings it to life comes from historical detail. According to one apprentice's statement, every one was obliged to walk to church in Wilmslow twice each Sunday, "after which we had time to play".

*For details of courses such as Pat and Stuart Robinson's Decorative Dyeing and Printing on Fabrics, 2-4 July, and all other information, write to Anne Blackburn, Quarry Bank Mill, Styal, Wilmslow, Cheshire.*

## Hill farm in action

To reach Palgowan Farm, take the A714 from Newton Stewart and turn right for Glentrool Village after about eight miles. Continue on a forestry road through the village and take a signposted right turn about two miles later. (Grid reference 374833).

Situated below the hill of Benbrack, in the Merrick range, and surrounded by the Glentrool Forest, Palgowan is an interesting example of a working hill farm stretching over 7,000 acres. The farm grazes mainly blackface sheep and some hill cattle.

In the farm buildings are displays of country crafts, using horn for walking sticks and curing hides. A 2½-hour visit would also take in some of the outdoor activities of a hill farmer – building dry-stone dykes and working with sheep dogs are two possibilities. Parties of 20 to 50 can be accommodated. The normal itinerary can also be followed in a wheelchair.

The charge for school parties is 60p per child (including tea and biscuits), £1.50 for adults. Conducted visits normally start at 2 pm. For bookings contact Jackie Brown at Bargrennan 231 or 227 (11 am 12.30 pm).

Wales

# Ready for the day the oil runs out

**David Wickers** visits the Centre for Alternative Technology

A small group of people living communally in an abandoned Welsh slate quarry are proving that the much-bandied phrase "alternative technology" is more than a mere futuristic pipe dream.

The Centre for Alternative Technology, just outside Machynlleth in Powys, is where several possibilities for making the optimum use of natural resources are being explored. For its 60,000 annual visitors it is a working demonstration of how to live without drawing on mains services, in as self-sufficient a manner as is feasible, and at the same time creating a minimum of pollution and waste. It's like taking a peek at the village of tomorrow.

The benefits of such a first hand encounter with the possibilities and potentials of alternative technology are only partly of practical relevence to our ecologically costly lifestyle. You can, for example, learn how to arrange your vegetable plot so that individual crops grow alongside "companion plants" that help deter pests and generally stimulate the growth of their neighbours. There is a variety of methods of composting that can be incorporated into a backgarden so that all manner of household waste (from eggshells to hair trimmings) can be recycled into a rich growing medium. You might even feel the urge to power the next edition of the ten o'clock news from a television plugged into a roof-mounted wind generator. But the most important lesson to be learnt at the Centre is the enormous impact that our everyday lives have on the environment.

There is a great deal of worthy propaganda to soak up. As you make your way round the various exhibits (keeping to the path marked by the red arrows to cause minimum ecological disturbance!) there are informative posters that relate for example the amount of arable land that has to be devoted to raising livestock into order to satisfy our taste for meat when a far smaller amount would be able to provide the same nutritional value in cereals and vegetables. Another poster tells us that where weeds are growing in the garden in an area that you don't want for planting purposes, leave them for the butterflies and other forms of wildlife to enjoy.

But with only a few hours able to devote to a visit the most impressive on-site sight is inevitably the hardware. Among the range of working exhibits are tracking solar panels as well as examples of the various models now available to domestic buyers throughout the country. Just to prove that the principle works in ordinary bathroom sink is in the middle of the grass – just turn the red tap and hot alternative technology begins to flow. A blacksmith's forge and metal workshop, waterwheel turbines designed to demonstrate how Britain could effectively treble its hydro-electric potential by using such small water power sites and several windmills and wind pumps.

The Wates Conservation House is an attempt to demonstrate how resource consumption in the home can be reduced to a minimum – and yet still be a comfortable place to live. By utilizing 18 inches of all round insulation, quadruple glazing, controlled ventilation and a heat reclaim system based on a heat pump the house employs about one-fifth of the energy of a comparable size house.

There are several demonstration organic garden plots, a small holding where cows, goats, sheep, pigs, ducks, rabbits, chickens and crops coexist on a 10 acre plot, a permanent exhibition devoted to alternative technology, fittingly housed in a solar heated hall – and really far too much to assimilate in the space of a few hours visit. A real problem exists of "information overkill" that alternative technology has helped create rather than solve!

During the winter months the staff work on their own research as well as run courses, both for the general public or tailor made for school or university groups to suit the particular interest of a group. The most general is an introduction to renewable energy systems, covering the basic principles of solar, wind, water, tidal and plant power, plus conserving energy and recycling.

*All manner of household waste can be incorporated into the garden compost heap from eggshells to hair trimmings.*

For further information about the courses send a large SAE to Jill Whitehead, courses coordinator, or for more basic details about the centre and a list of available information sheets, pamphlets, books – more than 800 titles on related subjects can be bought – send £1, and that three SAE – to The Centre for Alternative Technology, Machynlleth, Powys, Wales, telephone (0654) 2400. Admission for students costs 90p, children under 16 60p and adults £1.20. Guided tours (please book) cost £10. Weekend courses cost around £25 per student. There is an excellent restaurant open all year for nutritious homemade meals and light snacks.

# Oxon

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# fund raising

## Funds and catches

**Jessica Saraga considers that parents now have to raise money for basic needs rather than extras**

*A summer fair, one of the most popular fund-raisers*

It's sometimes hard for parents to believe that they can best further their children's educational interests by standing behind the shoes and handbags stall on Saturday afternoon at the jumble sale, but parental concern is very often steered relentlessly into fairs, fetes and tin-rattling. Fund-raising is all, but however keen I may be to support my children's primary school I can't help feeling slightly disturbed about the implications of this.

First of all there's no doubt that parents in some areas are better able to contribute financially than in others, and pouring cash, from whatever source, into some schools but not others must have a divisive effect. One Parents' Association in South London suburbia typically raises £3,000 and more a year, which could come near to doubling a primary head's capitation, so children there might be enjoying twice the average resources.

What it seems to amount to is buying privilege, not on the scale of the privilege you could buy by paying fees, but enough to exacerbate social divisions. This is particularly serious now that parental funds seem to be buying vital equipment.

The local authority, of course, supplies funds for basics, to provide education up to a certain required standard, so the money raised by parents goes on extras, but this is an equivocal distinction. Certainly most Heads – and it's Heads who usually have the final say in what's bought – are sufficiently skilful jugglers to make sure that it's the stationery which comes out of capitation and the blackout curtains, the musical instruments and the P.E. equipment which are provided by the parents, because although you might think that recorders and footballs are rather basic, there's no way you could claim that stationery is an extra.

The whole thing is a catch, one of the many educational catches, like the great pupil-teacher ratio catch embodied in the law that the acceptable pupil-teacher ratio 'equals the number of pupils divided by the number of teachers' salaries available at the time of asking the questions.

Yes, of course, l.e.a. funds are sufficient to provide for basics, but who decides what *is* basic? Well, the l.e.a. supervised by the DES, is a central government department. And who decides on levels of financial provision? Why, the l.e.a., heavily in bondage to central government's policy of expenditure cuts.

There seems to be a law operating here, too; basics are what can be supplied by the authority; extras are everything else. And the suspicion grows that authorities are now beginning to *rely* on parental efforts, even to exploit them, for how else can you explain the biggest fund-raising catch of all, the fact that there is at least one London borough where if you want to hold a fund-raising function in school you have to pay the council – out of what you raise – £30 or £40 hiring fee for the use of the premises of the school you want to raise the funds for?

This attitude seems directly opposed to the concept of the school as part of the community, and calculated instead to emphasize that the school buildings are council property. What parents see is the council taking a cut from their goodwill.

And, although contributing more and more to paying the piper, parents don't get the chance to call many of the tunes. A Parents' Association constitutionally has more of a say in how the money it raises is spent, than a Parent-Teachers' Association, which has to hand over the money to the school, and even a P.A. usually finds it politic to pay for what's requested by the teaching staff. Most parents prefer to leave it to the professionals, anyway.

But the one thing, ironically, which the parents' financial stake in the school does not enable them to pay for is – teaching. Watching staff numbers dwindle, class sizes increase, and remedial teaching disappear over the past few years, what you cannot do is suggest that the parents' £3,000 might possibly be used to pay a part-time remedial teacher for a few mornings a week.

Education is publicly provided, after all, and the pupil-teacher ratio catch says that the provision of teachers is adequate. So the catches continue to operate; the paymasters continue to be the arbiters of standards, one school's basic continues to be another school's extra, and though I should be out lobbying local councillors and my MP and the Minister, trying to spread the word that education is too important to leave to parents to pay for, particularly when some parents can't afford it, still I'll be there again at the Jumble Sale on Shoes and Handbags or the dreaded Men's Suits, because once again I've failed to muster the public spirit to put the general issue before the immediate interests of my own children. It's a common compromise, but not one you can make with satisfaction.

## Who makes the shopping list?

**Jack A. Jones on the difficult business of deciding what to buy**

For the majority of parents, assisting with the provision of facilities means fund raising in all its many manifestations. If we total parental contributions throughout the country, the financial support given directly by parents for our education services is considerable.

Leaving aside the many staff-hours given freely and, in many cases, the financial support given by staff attending social functions and fund-raising activities, in the main the process can be simplified to "parents giving" and "school spending".

I consider that, as the parents contribute the money, they have a right to decide on the spending of it. The two extremes often quoted in this sensitive area are where the head-teacher expects the money to be paid into school funds, to be spent by the headteacher and staff *without* reference to the Association, and where the Association *insists* on purchasing an item for the school when, in the opinion of the school staff, there is a more pressing necessity.

The latter I would criticize on economic grounds, and the former for philosophical reasons. Both, in my opinion, are clear examples of a failure to establish a true working relationship between home and school based on equal partnership.

Prevention being preferable to cure, may I suggest two working formats that are slightly less extreme than the above. As part of the planning for the main fund raising event of the year, decide *beforehand* upon the major item to be purchased. With this method, however, do remember to take into account the running costs needed for the Association year; items such as the purchase of duplicating paper and the annual subscription to the National Confederation of Parent Teacher Associations.

The snag with this arrangement is that inclement weather or some other unforseen disaster may result in the required sum not being reached. Should that happen, I suggest you "borrow" from your "running costs", reserve and hold another fund raising event as soon as practicable. If necessary, approach the local education authority for an interest-free bridging loan. A specific item of educational equipment also acts as a greater spur than a plain request for cash.

My own Parent-Teacher Association uses a different approach. Following the main fund-raising event, which in our case is a May Fete, the staff hold formal discussions at staff meetings and much informal lobbying goes on behind the scenes. Eventually, this results in a list of items being submitted by the staff to the PTA.

Sometimes the list may contain eight items, all of which may be purchased from the sum available. Sometimes, however, the list may contain eight items, one of which may require the whole sum available. Also, items suggested by parent members may be added. Eventually, however, the committee decide. As president of the Association I may, if I wish, attend committee meetings and, like all members, I have one vote.

Some time ago, I remember well, that as head teacher, I wanted a new purpose-built stage for the hall. In my own little jungle of democracy, I can "lobby" with the best of them. It still took four years before my request found favour in the eyes of the committee!

Where large sums of money are involved, even the committee have to bow to the controlling voice of all parents. This too, is written into our Constitution. When the annual income from the Association was £1,000, it was felt that clear lines of demarcation were needed, for the guidance of the officers and committee. At that stage it was decided that officers – Chairman; Vice-Chairman, Secretary and Treasurer, could spend up to £20 on any item without reference to the committee.

Of course, after the event, the committee could still show approval or disapproval for the action taken. The committee itself could spend up to £150 on any single item without reference to the whole parent body. An item costing £151, therefore, would require approval from the Annual General Meeting or from a Special General Meeting.

When it comes to the spending of Association money, decisions, in my opinion, clearly rest with the committee, who are the elected representatives of the Association, and if necessary, with the whole parent body. Certainly, the committee would be wise to consult the Head and staff, but in return the Head and staff should trust the Association.

*Jack A. Jones is Deputy General Secretary of the National Confederation of PTAs.*

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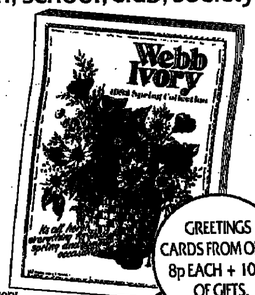


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# fund raising

## Accident, liability and indemnity

### George Whiting explains the insurance position for charitable activities

People who undertake fund raising and other charitable activities are particularly vulnerable to claims being made against them for compensation should a member of the public suffer injury, or should they be damage to personal property, or to premises loaned or hired for their function.

Ideas for events to increase cash-flow to their schools show great ingenuity – often inspired by television programmes – but this goodwill does not end at simple financial provisions for school equipment. The work is often carried out by the members of parent-school associations themselves.

These groups expose themselves to a wide range of legal liabilities if anything goes wrong. Some County Councils require lengthy legal agreements to be signed, which in common with many of the conditions laid down for users of school premises, include clauses laying down stringent indemnity requirements.

To protect the interests of these public spirited groups it is essential to take out a first class Public Liability policy providing a minimum Indemnity Limit of £500,000 a claim with no limit on the number of claims which can be dealt with in any one premium year.

The advice of a registered insurance broker should be sought to ensure that the cover is appropriate.

When using school premises for any event, parents are exposed to similar liabilities. Some l.e.a. indemnity requirements make users responsible for any claim which might arise during the hiring of premises even though an accident might be due to a building defect resulting from the council's default.

Policies for single day events may cost between £25 and £50. Such a policy should cover Third Party claims including any legal costs. There is a statutory requirements on all persons to meet their responsibilities to Third Parties where these can be proved to be their liability at Common Law. Thes eare less obvious risks which should be considered, and an important one is that of personal injury to a voluntary helper arising out of purely accidental causes. A good Personal Accident policy providing capital and weekly benefits designed to offset personal loss and inconvenience due to temporary disablement is a wise investment which also fulfils a strong moral obligation.

Similarly the special responsibilities of treasurers and and those who regularly have to handle the association's funds, either in transit to and from the bank, or temporarily in their homes, should be considered, since personal householder policies do not normally cover the loss of anything but very nominal sums of personal cash These are appropriate Money Policies, but it should be noted that injury compensation is not usually included. This would be dealt with under a Personal Accident policy.

Where there is responsibility for valuable goods or equipment purchased by the association, loss or damage by theft or other causes can be dealt with under All Risks insurance.

Rides for children, for example, can prove to be not the pleasant innocuous entertainment so fondly represented. A pony carrying a small girl bolted out of control when a small boy startled it. The girl fell from the saddle with one foot caught in the stirrup. She was dragged some distance before the pony was brought under control, and she suffered facial and hand injuries. The parents held the parent-school association responsible on grounds of inadequate supervision and control of the animal. Assessment of compensation in such cases can be delayed for years while the results of surgery are determined.

Bonfire and firework parties are a predictable source of insurance claims ranging from minor damage to clothing and simple burn injuries from sparks or fireworks, through to through to major conflagrations and fatal accident.

Many parents rightly consider swimming instruction to be an essential curricular activity in the interests of safety. It is actively encouraged by teaching staff in general. Where this facility has been axed, parents have justifiably assumed responsibility for both curriculnr and extra-curricular swimming sessions. Competent insurers and a good liability policy should be found.

The above are only a few of the possibilities of things going awry for people who undertake acts of charity with the best of intentions. They are not scaremongering talk, but are based on actual situations dealt with under group insurance schemes. Many of these were devised and operated by the National Confederation of Parent Teacher Associations as a service to their affiliated parent-school associations.

Some 10 years ago voluntary officers realised that few PTA's were aware of the problems they might have to meet with Third Party claims, and introduced subscription-linked Public Liability insurance for their members. This group policy is now based on the experience gained from thousands of requests to meet special school and PTA orientated liabilities.

Optional cover was later made available as the need for Personal Accident, Cash-in-Transit and All Risks insurances became obvious and more recently a limited measure of the first two of these schemes has been made automatically available with the annual subscription.

The service is backed by the advice of registered professional brokers and is underwritten only by insurers of the highest international repute. Cover applies annually and the cost of the subscription even for the largest comprehensive school parents' association is not more than the cost of most single day liability policies.

*Further information from: The National Confederation of Parent-Teacher Associations, 43 Stonebridge Rd, Northfleet, Gravesend. Kent DA11 9DS.*

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## Parent participation

### by Dennis Cunningham

The value of the contribution a Home-School Association could be making towards the work of the school must depend on the interpretation we give to the word "education". The provision of an extra TV set, a video-recorder, or a more efficient copying machine will not necessarily improve the quality of education as I understand it and I would maintain that, useful as the "extras" may be, the raising of funds is not the only nor even the most important function of the PTA.

I taught for 24 years in schools which had no PA, PTA, or Home-School Association, and yet, when funds were needed, staff and parents worked together at money-raising functions. The provision and spending of money, though desirable and, in many cases, necessary, is not the prime objective of either staff or parents in a useful PTA.

If we see education as the process by which we equip and prepare young people for a useful and satisfying life in our rapidly changing society, rather than believing it to be the mere acquisition of academic or technical knowledge, then the wholehearted co-operation between home and school is essential. In most cases this will require the breaking down of barriers between them.

I preach parent participation and not parent power. Through their PTA's many wise Heads are able to impress upon parents the vital part they have to play in the education of their offspring. There are, and will I fear remain, many apathetic parents who I believe that the only contribution required of them is to deliver the child to the school and to put in an appearance at Open Evening and the Summer Fete but, by the same token, there remain in the schools some teachers who see their responsibilities as stopping once they have carried out the required number of teaching hours. Perhaps real PTAs will help to reduce the numbers in both camps!

Perhaps real PTAs will help to reduce the numbers in both camps! The moral and social aspects of education will be ignored or undervalued at our peril, and in these areas home-school co-operation is most vital.

In the close confines of the school then, the PTA has an importance beyond the raising of money, but its true values take us out of the school and into the l.e.a. Many wise authorities have realized the value of parental participation and have actively encouraged individual PTAs to form federations. Throughout the country, far-sighted l.e.a.s confer regularly with representatives of Home-School Associations, at meetings where policies and plans are explained and discussed.

From the school to the l.e.a. and then beyond. NCPTA is of necessity a service organization. For legal and charity reasons it must remain so, but it sees its purpose as being of service not only to schools and PTAs but also to education as a vital national provision. Beyond the production and distribution of helpful information, beyond the important provision of insurance, it works closely with teacher-organizations, family associations and with the DES to encourage the expansion and improvement of educational opportunities for all our children.

*Dennis Cunningham is National Vice Chairman of the National Confederation of Parent-Teacher Associations and a teacher in the London Borough of Bexley.*

## Room and improvement

### David Grant describes how one school equipped a space for computing

While fund raising has for years been part of the life of independent schools, it is only recently that maintained schools have engaged in fund raising on a large scale. Now, economic circumstances are making fund-raising a necessity. Perhaps the experiences of one maintained secondary school could be helpful to others.

Raising money is certainly a chore, but if done in the right way there are concommitant benefits to a school that are so valuable that the money raised begins to seem merely a by-product. Our effort at Hemel Hempstead School to set up and equip a room for computing and control technology illustrates this.

We had an old, gloomy, more or less unusable lecture room, half of which was blocked off with tiered seating. One Sunday morning a team of parents stripped out the whole room, and the woodwork department suddenly found itself richer by about £200-worth of well seasoned timber.

The PTA agreed to meet the cost of specialist building work, and a local builder was engaged to screed the floor, to cut a doorway and fit a door, and to move a radiator. This work cost £600, £80 worth of paint was bought out of capitation, and a team of parents spent two weekends cleaning and painting.

In return for offering the room for Inset use by the craft design and technology advisor, the advisor got his technician to install electrical and pneumatic services at no cost to the school. Several kit computers were bought (£130 each), and were built by different members of staff. A Pet and an IBM golf ball printer, both second-hand, were bought out of capitation.

While al this was happening, every opportunity – through personal contact and local newspapers – as taken to tell people what we were doing and to make our needs known. As a result, three local computer companies gave us tables, a Wang mini computer, dual disc system and printer, a Hazeltine terminal, two teletypes, and enough unused carpet squares to carpet the floor.

The room and its equipment would have cost at least £60,000 if they had been provided in the orthodox way. They actually cost the school less than £2,500 in money, plus a fair amount of staff and parent time . . . except that the benefit in terms of moral and school/parent understanding probably means that the parent-teacher man hours should be listed as a credit.

If fund raising on a large scale is to be successful, it is essential that the kind of parental support indicated by our experience with the computer room is available. Preferably, parental support should be firmly established by the setting up of a PTA or something similar.

Given a flourishing PTA, there is a good deal to be said for setting up a charitable trust based on the school. We were lucky to have the advice and help of a fund-raising company. I would not advise any school to attempt large scale fund raising without such advice, because a great deal of legal and fiscal knowledge is essential.

Once a charitable trust has been established, the school is in a position to ask for covenanted donations.

The advantages of covenanted giving are so considerable thatother ways of making money – fetes, raffles, sale of work sponsored activities, - are probably best seen of social significance rather than as of sources of income.

Money from taxed income given to a chirity under covenant has added to it the tax originally paid by the donor. A donation of £400 enables the charity to claim over £150 back from the Inland Revenue. Less obvious, but even more valuable, is the fact that covenanting maximizes the money that is offered. Few people asked for a donation, would think of over more than a £1 or £5 note. Occasionnally, perhaps, they might give £10 . . . perhaps £20.

But people *are* prepared to sign covenant forms undertaking monthly, quarterly or annual payment . . . and for seven years. So a person who is willing to give £1 a month, and over seven years, is making a donation of £420.

This becomes nearly £600 when the tax is reclaimed, so if only 6 people are prepared to covenant to this scale the trust is assured of an income (albeit over seven years) equivalent to three annual fetes, with all the work entailed in such activities.

However, attracting and administrating covenants does involve some work. The need for money on a large scale must be well established and clearly presented. A professionally printed and well-designed brochure is essential and fairly expensive. Record keeping must be meticulous and is very time-consuming as it involves a monthly check on all the covenants, regular transfer of income to deposit accounts, and annual returns and claims to the Inland Revenue. Inevitably much of the burden falls on the school bursar and on other senior staff, but on balance it is worth it.

Once a PTA has made a good start, its success breeds confidence, an essential ingredient in raising money. Many local authorities seem to have an unofficial policy of helping those schools which are prepared to make an effort, and this backing is as painless as sending off the annual claim to the Inland Revenue.

Over the past three years we have raised nearly £140,500 from covenants, fetes, Hertfordshire County Council grants, and donated equipment, but almost more significant are the benefits we have gained from closer school/parent cooperation, from having to define and defend our goals, from the contact we have established in the local companies and – perhaps the most important benefit of all – the confidence that comes from success; a confidence that the school can, to a considerable extent, shift for itself.

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# resources

## Strategies for calculation

### Andrew Rothery reviews games and materials for mathematics

**Cassell Number Games**
by Peter Avis
Set 3, comprising five games: £4.95 + VAT
Cassell Ltd, 35 Red Lion Square, London WC1.

Each of these games is presented as an A3 size plastic-coated cardboard playing card with the rules printed down the side. The principal aim is to provide arithmetic practice in an interesting setting, and the full series of games consists of four sets, each designed for a different level.

The games use lively situations and their structure varies. Besides using numbers and requiring simple computations, most games need further strategies. Players have to think about a number of possible potential moves before deciding what to do which gives arithmetic practice and adds interest.

*Jungle Bridge* is based on an appealing idea – players have to get one of their chains of gorillas across a bridge before their opponent. In a trial play of this game, some referee work was required to settle disputes between the players about the interpretation of some of the rules, but in the end everything became clear. This game enables you to block the opponent's progress.

*Superstar* and *Golf* are straightforward races, *Superstar* being the most routine. In *Golf* the players have to choose how to combine the numbers on two dice: whether to add, subtract, multiply or divide.

*Monster* has an intriguing board. The monster grows by invading adjacent regions. Permission to invade is granted if the region's number will divide exactly by the number thrown on the die.

*Capture the Crown* is a very competitive battle game and not a race at all. Players have 50 knights and each secretly chooses how many to commit to battle. Battles are repeated and there are opportunities for some cunning thinking.

There are some gaps in the rules, however. Are you allowed to send *no* knights? What if both players sent the same? However the players that I observed easily thought up a sensible rule. After numerous games players still hadn't lost interest.

The games do not teach: if the pupils cannot do the calculations they will not learn how to do them by playing the game. But they do provide valuable practice. However, practice only works if pupils know whether they are right or wrong.

Nearly all the games are for two players and if someone makes a mistake then it is up to the other players to spot it and object. If both players misunderstand, no-one may notice!

Each set of games in the series has a designated age and difficulty level. These are: 8–11 years with whole numbers 1–6, 9–12 years with numbers 1–20, 10–13 years with numbers 1–100, and finally, 11–14 years using large numbers, decimals and calculators. The games in Set 3 were supposed to use whole numbers from 1–100, but in fact only *Superstar* really used big numbers. All the others used numbers below 50, and indeed would be suitable for many children below the age of 10. So the given levels are only a rough guide.

**Warwickshire Middle School Mathematics Project**
Warwickshire County Education Department, 22 Northgate Street, Warwick CV34 4SR. £5 including postage.

The Warwickshire Middle School Mathematics Project has developed a collection of supplementary activities for above-average ability children aged approximately 10–12 years. The aim is to extend and deepen their mathematical experience.

Though intended for the more able the scheme is not just for gifted super-brains: it claims to cater for about the top third of the ability range and quite a few of the ideas could be adapted more generally.

The Project materials have been published by Warwickshire County Council and consist of a typewritten book and 100 worksheets covering Angles, Circles, Directed Numbers, Data and Co-ordinates, Fractions, Measures, Number and Symmetry.

The authors have avoided the temptation to lead brighter children onto a diet of more advanced routine mathematical topics. The result is a very successful attempt to widen their horizons in concept areas which they have mastered. Of course, many teachers wish to do this for *all* their pupils; unfortunately they can be constrained by pressures to cover a certain amount of fixed content. Since brighter pupils complete the basic treatment of topics quickly they have time to extend their experiences of mathematics.

The materials foster an independent and inquiring approach. They encourage thinking and explanation, covering a stimulating wide range of mathematics and styles of work. The Number and Fractions sections are particularly good, offering puzzles, areas for investigation, and things to explore and explain.

These 35 worksheets are drawn from various sources and include such things as a number chain investigation, work on Magic Squares, an invitation to explain a number "trick", fraction equivalence, graphs and a fraction square puzzle.

A strong theme in a great many of the activities is the idea of discovering a rule or principle. For example, pupils are asked to find a scale factor

*Monsters feature in one of the games in an early set*

for relating area of circles, to discover the connexion between angles at the centre and angles at the circumference of a circle, to find Hooke's Law for stretching elastic, and the angle of tilt which makes things slide. At its best, this approach can show something about science as well as maths. It reveals links at a philosophical level rather than ones which see maths as merely providing computationnl and algebraic techniques.

However, the discovering-a-rule approach is limited by its closed nature; and scientific discovery stops short of the application of mathematics to problem solving. Two Angles activities called "Snookered" allow the child to discover by experiment that the angle of incidence equals the angle of reflecton when a ball is deflected by a board. But then the activity stops.

Those concerned with mathematical modelling would have liked to then see the use of this equal-angle model to tackle a realistic problem on a billiard table, while those concerned with mathematical investigation would like to see something more open-ended. There are plenty of open activities and good problems, but future developments might profitably include such a structure.

The Angles section contains good problems; Circles contains a collection of investigations into the number of intersections, regions, arcs and line segments made by lines crossing inside a circle, together with "discovery" of some circle theorems.

Data and Co-ordinates contains an interestingly varied collection on the theme of graphs, tables and grids while the *Measures* section includes practical geometrical activities. One area not directly covered is the use of symbolism. Some teachers would also have liked to see activities which make use of electronic calculators.

The handwritten worksheets are carefully designed. They tend to be wordy, but the style is clear and unambiguous; and drawings and diagrams are provided as needed. The presentation is of a high standard. The accompanying book gives answers where applicable and a useful list of references and materials.

The *Warwickshire Middle School Mathematics Project* is a most valuable resource, giving a tremendously varied and interesting compilation of established activities and ideas. Though the style of work it encourages, it will be an inspiration and starting point for teachers wishing to develop further this extended view of mathematicnl work in schools.

## Toys and challenges

### by Gillian Thomas

Despite the traumas which have beset the toy industry recently, the manufacturers pulled themselves together for the annual British Toy and Hobby Fair at Earls Court, London. Clearly there has been some very hard thinking about what constitutes a worthwhile toy.

Magnaset is a very simple idea which takes the messiness out of printing. It was invented by John Griffiths, a young physics graduate who is also manufacturing it. Rubber letters, which are backed by a thin layer of iron, are picked up and arranged in a rack, the right way round, by a small magnetic wand. Then they are transferred into a magnetic holder, pressed onto an ink pad and printed on paper or fabric.

The sets come in two sizes. The larger one, Magnaset 5000 (£8.50) has 99 8mm characters (capitals, lower case and punctuation) printed as outlines for colouring in; it is particularly suitable for young children learning to spell or for printing classroom notices etc. Magnaset 1000 (£5.50) contains 144 smaller characters, including numbers, with a sans serif typeface for detailed printing.

One of the most interesting electronic challenges, the L-Game, (£5.95) is provided by the master of strategic thinking, Edward De Bono. He invented it 15 years ago but has only just set up a company to manufacture it.

The rules are very simple, as are the props – a squared board and two L-shapes, with which to block the opponent's position. However, the potential level of skill is extremely high: there are 18,000 possible positions for the pieces. It is an exercise to develop logical thinking, as well as being fun to play. It costs £5.95.

Quadro is a new interlocking tubular construction kit. The basic set (£109) has 127 sturdy polypropylene components, principally tubes, and panels. These are linked together with joints which can be firmly locked with a plastic key to make strong slides, Wendy houses, puppet theatres or a climbing frame. With an additional set of wheels (£32); the scope is even greater.

It is clearly a very versatile way of creating activity equipment, for example in an infant classroom. However young children would need some help in actually fixing the pieces together. It can take the weight of adults and be left outdoors. It is quickly dismantled.

Sports equipment specialist David Petri says he has discovered that children are increasingly being encouraged to take up active pursuits. So he has brought out a new version of his mini table tennis table; it is standard height but only four feet by two in size, so can be used in a comparatively confined space.

With it come special foam-faced bats, originally invented 25 years ago, to absorb the force of the ball as it is hit. In this way, shots can be played as though on a standard table. School children who have had to improvise on desk tops will undoubtedly find the mini table a big improvement. It costs £25.50 including net and two bats and balls.

Magnaset Ltd, 175 St John Street, London EC1.
De Bonon Games, Mountbatten House, Victoria Street, Windsor, Berks.
Quadro, Modulum Ltd., 159 Broadhurst Gardens, London NW6.
David Petri, Heathfield, Sussex.

*Quadro, a new, interlocking tubular construction kit*

*Urban Renaissance and Urban Studies* is a new pack published by the Town and Country Planning Association. It aims to get more children involved in local projects to improve the environment, and to encourage them to make use of their towns.

Several projects are described in detail, for example children at Winston Junior School, Walderslade, spent a day by the river Medway in Kent. They investigated pollution, conservation and the kind of people who lived there.

The pack also contains more than 30 reference sheets on the various voluntary organizations that are working to improve conditions.

Details of any educational materials that are available from the organizations are given as well as local branches.

*Urban Renaissance and Urban Studies. £1 plus 36p postage from TCPA Education Unit, 17 Carlton House Terrace, London SW1.*

## From wax to outer space

### Peta Levi at Tussaud's and the Planetarium

Last month Madame Tussaud's launched into the business of telling teachers about the educational opportunities at the waxworks exhibition, the London Planetarium and the Astronomers' Gallery. Like me, many of the 124 teachers who attended the first teachers' evening on February 2 had not been to Madame Tussaud's since they were children, and the experience was an eye-opener.

A great deal of money has been spent on the whole complex, and the exhibition has been largely re-built. Gone are the days of filing past rows of wax figures behind ropes. The waxworks are now set out much more informally in tableaux among which the visitors can walk.

Tussaud's have produced some helpful teachers' notes as well as worksheets – the latter with the help of Chris Wright Stanburn Middle School, Harrow. The notes give information about the live of Marie Tussaud, a character who sould appeal to children. Born in 1761, she began at the age of six to learn wax modelling under her teacher, Philippe Curtius, who later became involved in the French Revolutionary movement.

Marie herself probably attended Revolutionary fêtes, and was certainly involved in taking death masks from victims of the guillotine. She made models of the severed heads of Louis XVI (in spite of having taught his family art at Versailles), Marie Antoinette, Foutjiler Tinville, and more – models which are still on view in the Chamber of Horrors. Marie was an astute businesswoman; a good modeller and a stickler for detail.

Attention to detail is still Tussaud philosophy. The Emmanuels, for example, were asked to make an exact copy of the Princess of Wales' wedding dress. It was fitted onto the wax model on the night of the Royal Wedding.

The wax exhibition retains some of the nineteenth-century feel of its original, with period décor and furniture. The first room contains some of the early tableaux such as Madame due Barry (the oldest surviving portrait, 1765) as Sleeping Beauty; the Princess in the Tower, and Queen Victoria's Accession. "When did you last see your father?" is also there, the famous picture of the little Cavalier boy being questioned by Roundheads.

Many of the tableaux are based on famous printings, prints of which would have hung in many Victorian homes. But before the mass media Marie's exhibition, with which she travelled Britain for 30 years, was also most people's only chance to see what famous people looked like.

The Grand Hall re-creates something of the atmosphere of the assembly rooms in which exhibition was shown during the early nineenth-century. It has world leaders, writers, and, the monarchy. Tussaud's have had a private sitting with every British monarch since William IV. Hitler, removed from his former position with the great leaders of the world, is now at the descent to the Chamber of Horrors. He is the only figure behind glass.

In the Chamber of Horrors, different methods of execution are illustrated. There is also a new, cobbled and gas-lit Victorian street with sound effects, depicting the time of Jack the Ripper, as well as a reconstruction of a prison block containing some twentieth century criminals.

The teachers' notes include a list of all 300 wax figures and should help teachers to focus their visits. The worksheets have been devised for 8 to 12 year olds. For poor readers and writers there are some large, clear drawings of some of the figures.

Facilities for schools include two talks for primary schools, a new programme for any age which contrasts the twentieth century space race with maritime exploration 500 years ago, a Nuffield Physics presentation for O level students, and occasional lectures on Chaucer and Medieeval Astronomy and Astrology for A level students.

Another private view evening has been arranged, for March 23. Free tickets are available from Undine Concannon, Madame Tussaud's Ltd, Marylebone Road, London, NW1.

resources media

*From the section of news photos, part of a sequence on gypsies*

# Visual information

## Roger Stephens reviews 'Eyeopeners'

**Eyeopeners**
Two books, each with Photopack
by Andrew Bethell
Cambridge University Press
£1.15 (books), £1.75 (photopacks)

*Eyeopeners* pull together strands from work undertaken under the general heading of media studies over the last eight years or so, both in the classroom and alongside it. They cover the difference between looking and seeing, identity, pictures that tell a story, news photographs, documentaries and advertising images, showing throughout an exemplary concern for the interests of the subjects of the photographs used.

The author thanks them for agreeing to be photographed "knowing that their images were to be manipulated and fictionalized". How many Fleet Street picture editors display this common courtesy?

Although they break no new theoretical ground *Eyeopeners* are of great value for two reasons. Firstly they are very reasonably priced for material of this kind. Having the books (but not the photopacks) printed in Hong Kong probably help, as did the decision not to opt for the more usual tape/slide format, too often regarded as an especially appropriate vehicle for message about the media, and many times more expensive to produce.

Their second and greater strength lies in the claarity of Andrew Bethell's exposition and the detailed suggestions he makes about how to analyse visual information. For example in the section on advertising students are asked to examine three pictures in terms of five categories: clothes, background, expression, gestures and activity. They then have to select the two most suitable for a newspaper advertisement.

This would seem to be asking a lot of anyone, let alone the average secondary school student, but it builds logically on earlier work intended to develope an understanding of visual codes, a topic which has in the past been the object of much huffing and puffing. Bethell's admirably succinct presentation earns him the right to demand the kind of high level work that depends on clear understanding.

His confidence that students will be capable of such work is implicit in his aside, when discussing the possibility of transcribing a tape recording of the different ways people make sense of images, that "this would be a long job, but could be very interesting". These books are essential resources for anyone wishing to participate knowledgably in a culture that is becoming ever more visually oriented.

# Otters in danger

## by John A. Barker

**Focus on Otters**
40, plastic mounted 35mm colour slides, booklet and leaflet.
Slide set £7.50, double frame filmstrip £3.75, prerecorded cassette £3.
Prepared by the Royal Society for Nature Conservation in co-operation with the World Wildlife Fund.
WWF/IUCN International Education Project, Greenfield House, Gulting Power, Glos: GL54 5TZ.

"It is a great pity that otter populations in other UK have declined so much in recent years, although this is a phenomenon common to other countries. This audio visual material sets out, first to provide an insight into the life of otters and second, to highlight conservation problems. Both of these aims are successfully achieved.

The first 20 slides are concerned with providing a biological overview. Habitat, food, catching, rivers and breeding are well covered.

The second half of the set considers first the evidence for the decline in the otter population in the UK and second reasons for this. Various factors have apparently contributed to the decline, of which the major culprit may be the draining of wetlands, followed by the use of dieldrin in sheep dip in upland areas and crop dressing in lowland regions. Oil pollution, the increase in the recreational use of waterways, commercial netting of fish and the escape of mink may all play a part. The present major problem is to prevent any further decline in the otter population and slides illustrate the ways in which this is being tackled. Finally two slides illustrate the Giant Brazilian otter and the Sea otter, both endangered species.

Like most productions from this source the quality of the photography can't be faulted. The commentary is informative and the background leaflet provides very useful additional information for the teacher. This is the type of material that a teachers' resource centre should keep for loan to local schools. It provides a good insight into the very real problems of conserving one of our most exciting mammals.

# Cadmean ideas

## Victoria Neumark on films about teaching reading

**FILM**
**What About the Others**
Two films, 28 mins each, colour, sound
16 mm film or videocassette, sale or hire from Concord Films Council Ltd, Nacton, Ipswich, Suffolk

Cadmus was the god who gave the Greeks the alphabet. In the early seventies Mrs Jean Edwards and her husband, concerned at the difficulty their son had in learning to read, founded the Cadmean Trust "for the prevention and treatment of reading failure". To date the Trust has produced four films on learning to read, for use in colleges of education and on in-service courses for teachers.

It was a remarkable teacher called Gertrude Baldwin who eventually taught the Edwards' son to read, following her own "special system." The Trust's first film, *Patterns of Sound*, looked at Miss Baldwin's work in some detail. The second, *To Read or Not to Read*, showed two very different teachers in differing circumstances – one in an industrial area of the Midlands and one in a middle-class aren of the Home Counties. Interestingly enough, though in the discussion which ends the film the two teachers are delighted to find how much they theoretically have in common, their reactions later on seeing each other's practice on film were quite the opposite. Yet both got very good results.

Many who saw the film were concerned that only the problems of the slow learner were being tackled. Logically, the Trust's next two films *What About The Other?* offer two solutions.

Though the Cadmean Trust is primarily concerned with the learning of reading, these two films place reading within the framework of the primary school's integrated day. Central to the integrated day of course is the design of the classroom. It is impossible to have the traditional arrangement of desks facing teacher and at the same time have rotating interest groups painting, reading, doing number work, or developing psychomotor skills through play.

In the old building at Corby Woodnewton Way Infants School the staff have had to make numerous adjustments and adaptations to provide the manoeuvrability essential to the integrated day. Teachers faced with similar problems can take heart at the degree of success achieved in turning a grim old building into a warm and responsive learning area. Teachers in Hightown County First School at Southampton are luckier in having a modern building and lots of light. Yet equal care has had to go into arranging limited space.

In their care for the layout of the school, the teachers at Corby and Southampton are alike. In other ways their methods – and the children they teach – are very different. In Southampton, 63% of the children come from one-parent families, and the great majority live in the tower blocks of council estates. Monday morning and Friday afternoon are dedicated to exercise in the fresh air for children who may not go out all weekend.

In Corby, most of the families came down from Glasgow to work in the steel mills, now suffering badly from the recession. Parents tend to have traditional ideas about "proper schooling" and discipline.

The teachers at Corby are older, too, and their approach tends more to the motherly. We see the school at the beginning of the school year, and there is a strong emphasis on training the children to find their way without causing chaos.

Southampton is fortunate in having resources more readily available. In Corby, the audio area is in the leakroom. One might contrast the more sophisticated work on phonics, with games and Lugunge Masters, with the blackboard work in Corby, but again, it is important to stress that but schools are successful, that the teacher's organisation of her day (all staff shown are women) makes a firm underpinning to play, painting, maths work and reading.

The Cadmean Trust's next venture seems likely to be a film on the contribution which parents can make to their children's reading. Indeed, the next step from the integrated day may be the integrated learning framework of school and home. When that day really arrives, reading problems may become a thing of the past. Until then, the Cadmean Trust's films offer some useful ideas for teachers teaching reading here and now.

*More information from Mrs Jean Edwards, JP, 5 Fitzgeorge Avenue, London W5. 01-603 5863.*

# Medium tale

## by Frances Farrer

**CHILDREN'S TELEVISION**
**The Haunting of Cassie Palmer**
TVS, ITV network, Fridays 4.45 pm

Some television adaptations make you want to read the original book as well as watching the programmes and some make you want to read it instead. *The Hunting of Cassie Palmer*, the first children's production from TVS, falls into the second category.

The basic idea isn't bad at all: Cassie's mother, an aging spiritualist who holds séances in the front room on Friday nights, is eager for Cathy, the seventh child of a seventh child, to take on her psychic mantle. Cassie resists and to prove to her brother and sister that she has no special powers, visits the graveyard and accidentally calls up a ghost by the name of Deverill. The family's relationship with Deverill and the outcome of Cathy's decision to free him from wandering about the earth take up the rest of the tale.

So here are some perfectly *bona fide* ingredients for a children's drama series. There is the supernatural, for a start, and then there is the very sympathetic predicament of 13 year old Cassie, trying to exert her personality against pressure from the family. The relationship between Cathy and her mother is a nice juxtaposition of affection and conflict.

But as so often with television, something very deadening seems to have happened to all these elements.

*Cassie (Helen Prothyn) and her mother (Elizabeth Spriggs)*

Nothing is taken far enough, nothing is done with conviction. The ghost isn't ghostly, the fake spiritualist isn't comical, the brother and sister aren't interesting, and the plot has more credibility problems than one of Mrs Potter's séances.

After spending the entire first episode needlessly setting up the situation, for example, one is still mystified as to what became of the other children if Cassie is the seventh child. And if Mrs Potter is such a lousy medium, how has she been making a living at it for so long?

What could be the significance of the loaf of bread that appears at every family meal, has at least a slice taken from it, and yet never gets any smaller? And, most important of all, is there any chance that TVS will try harder next time?

# Briefings

## Radio and tv For schools

*A Good Job with Prospects* (Monday, 9.33, Friday, 14.33 BBC 1)
"The Insurers" is a new film for 16 to 18 year olds.

*Merry-Go-Round* (Monday, Wednesday, 14.40 BBC 1)
The rest of this term is devoted to a study of the Orkneys. "Stone Age Village" introduces eight and nine year olds to three neolothic sites.

*Finding Out* (Monday, Wednesday, 11.02 ITV)
Three new programmes on Wales begin with a study of its geography, position and language. John Tudor takes seven to nine year olds to Caernarvon Castle.

*Middle English* (Tuesday, 9.5, Thursday, 11.39 ITV)
How does a commentator or sports writer convey the excitement of the event he is watching? Debi Davies guides nine to twelve year olds through replays of "Magical moments", and interviews sports journalist Julie Welch.

*The French Programme* (Tuesday, 11.39 ITV)
Repeat of the series "La France telle qu'elle est" scheduled for the summer.

*Introducing Science* (Tuesday, 11.5 VHF4)
"Your Living Body" shows eleven twelve year olds the different systems of the human body and explains how they are all interdependent.

*Springboard* (Wednesday, 11.3 VHF4)
The imaginary "Isle of Mist" is described by a water transp, and seven to nine year olds are encouraged to design their own island.

*Starting Science* (Wednesday, 11.3 ITV)
What would happen if our biological props were removed? Survival shows seven to nine year olds the importance of shelter, food, water and fire.

*One World*, (Wednesday, 11.3 BBC1)
"Made in Barbados" shows nine to twelve year olds the ways in which agricultural economies are trying to diversify to create more jobs.

*Noticeboard* (Thursday, 9.05 VHF4)
Raymond Escoffey discusses the arrangements for publication to accompany BBC Radio language series.

## Continuing education

*Web of Language* (Friday, 9.5 VHF4)
Imaginative English as used in phrases such as "daft as a brush" and "sick as a parrot" is considered by ten to twelve year olds.

*Moscow's World Picture* (Saturday, 21.10 Radio 3)
Henry Troflmenko, one of Russia's leading foreign policy specialists, puts the Soviet case for intervening in Afghanistan and supporting the regime in Poland.

*Never Too Late* (Sunday, 11.15 BBC1)
A new series to show how people can successfully take up new opportunities at almost any age.

*African and Caribbean* (Wednesday, 23.00 VHF4)
V. S. Reid discusses his newest novel, "New Day", with Merle Morris at the University of the West Indies.

## Correction

In our issue of January 29 we stated that the film *Understanding Fire* is available on free loan. Unfortunately this is not the case, and the Fire Protection Association have asked us to point out that the hire charge is actually £20 for a week, and the purchase price is £150. We apologize for the mistake.
*Further information can be obtained from the Fire Protection Association, Aldermary House, Queen Street, London EC4N 1TJ.*



endpage

# Revolution in the opera house

**Verdi in the Age of Italian Romanticism. David R. B. Kimbell.**
Cambridge University Press £35.00.
0 521 23052 7.

The Italian world of the 1840s into which Verdi's operas exploded was extraordinarily sensitive to the performing arts. It was, according to one authority, not only the performers who exerted "an irresistible tyranny over the spirits of the Milanese", but *everything* related to the famous opera house of La Scala. This fact was by no means lost on the ruling Austrian powers. Such was the finesse of their oligarchy that "for years they could be said to have governed Lombardy by means of La Scala".

Then as now, opera was entertainment not just for a favoured few but for virtually everyone. Dickens, mightily impressed by an opera chorus recruited from "labourers in the marble quarries", reported that operas such as those of Bellini held the same kind of place in the hearts of Italian workers as *Messiah* did in industrial northern England. Opera mattered, and because it did so was capable of changing people's lives. This was dangerous, not least to the authorities, whose sought to guard against political, religious, and moral offence.

Verdi didn't have too much trouble in this respect so long as he was composing for Milan and Venice in the comparitively liberal Austrian territories (though the Venetian authorities severely reprimanded Piave and Verdi for wanting to exhibit their talents on a theme "of such repellent immorality and obscene triviality" as *Rigoletto*). But in Rome Verdi's passionate nationalism and dramatic fervour were up against a hydra-headed censorship, which required the submission of 41 copies of the libretto, and was hypersensitive not only to the text but to the costumes and decor lest "they might by their combination of colours make allusion to the Italian flag". In 1852–53 when *Il Trovatore* had its Roman premiere, the censor's principles were such that if strictly observed "all that could be recited in the theatre would be the rosary".

Of course the way around, or rather through, all this was the *musical* part of opera which, while speaking to the heart could scarcely be considered in itself to give any kind of offence. Doubtless it was a cause for secret satisfaction to many that, as had been said of *Figaro* in Vienna, you could heard *sung* upon the stage what wasn't allowed to be spoken.

It is the great strength of David Kimbell's absorbing book that the circumstantial background to Verdi's operas (up to *La Traviata*) is described more fully than has ever been attempted before, and with a wealth of documentation. Fortified by the knowledge that Frank Walker's *The man Verdi* had supplied the essential biography, and Julian Budden's *The Operas of Verdi* (the third volume of which has just appeared) the exhaustive treatment of the music. Professor Kimbell took it as his task to investigate "the relationship of Verdi's operas to tradition, to society, and to the cultural climate of Italian Romanticism".

Professor Kimbell begins with the background, and by outlining the dramatic principles and musical forms of early *ottocento* opera. These were determined largely between 1815-22 by Rossini, whose zestful appropriation and transformation of "heroic" Metastasian opera had required a rigid structural pattern – everyone always knew when to applaud. But Mazzini (to whose memory Verdi dedicated his *Requiem*) was not alone in lamenting that opera had become a chaotic and fragmented art, serving merely the vanity of the singers and the conservative tastes of the patrons: "The public demands its rights, its due number of motifs. Give it to them; forward! They are a cavatina short, the prima donna hasn't had her rondo." No composor bothered overmuch about orchestral subtlety. According to an astonished German observer, quoted by Professor Kimbell, the orchestral tumult released at the end of a cabaletta was "a mere invitation to applause . . . It is the enthusiasm of the audience set to music."

How Verdi broke with the bad old habits of Italian romantic melodrama, took the elements of the circus that opera had become, and remoulded them into one of the most powerful dramatic arts the world has know, is the essential subject of Professor Kimbell's book. By no means did Verdi abandon the Rossinian formalities (that would have been suicide), but shaped them for his own ends; by *Rigoletto* he had to all intents and purposes found his own distinctive style. He declared that he had "conceived *Rigoletto* without arias, without finales, as an unbroken chain of duets". And he shamelessly laid seige to the dignity of the leading lady: "With the suppression of the aria di sortita [exit aria] and its replacement by 'Caro nome', not to mention a final scene in which Gilda is dragged on stage in a sack, hers became a role which left many a prima donna with feelings of unease."

Professor Kimbell gives a magnificent exposition of this momentous operatic revolution. Compilers of programme books will want to plunder his work over and over again – and indeed that will be a valuable service whereby nuggets from this otherwise scarcely affordable book will find their way on to the music-lover's bookshelf. Nevertheless, I hope it will not be altogether out of court to wonder whether the author, by adopting a terser style, and being more parsimonious in his quotes from more familiar sources, shouldn't have got his book (only covering the first 15 years of Verdi's career) into 400 rather than 700 pages, thus working wonders for the price. Better still would have been to have kept the length, avoided the cliff-hanger effect, and taken Verdi through to *Otello* and *Falstaff*. I suspect that one reason why many "academic" books which *ought* to achieve a wide circulation but are in fact selling in ever diminishing numbers, is that their authors are presenting their material in too leisurely and indulgent a fashion. Obviously one can and must make a special case for "documentary" works (which Professor Kimbell's is in part), but it has to be said that a great deal of his point-by-point commentary won't help anyone unless they have the scores by them, and if they do is often supererogatory.

**Patrick Carnegy**

# Treading the boards

## Kenneth Lysons on Business Studies examinations

Business Studies as an A level subject was pioneered by The Wolfson Foundation in association with John Dancy, now Professor of Education at Exeter. Supported by the Foundation, Dancy established the A level Business Studies Project at Marlborough where he was then Master, in 1967. The same year, pilot courses leading to an A level, validated by the Cambridge Local Examinations Syndicate, began at three other schools: Helos, Exeter (grammar); Lawrence Weston, Bristol (comprehensive) and Sevenoaks (independent). A development phase, in which the scheme was extended to about 50 schools and colleges, ended in 1973 when, after reviewing progress, the Schools Council decided that the experimental status of the subject could be revoked. From September 1974 the Cambridge examination has been generally available.

An alternative Business Studies syllabus was introduced by the Associated Examining Board in 1976 and first examined in 1978. Demand for both examinations has increased steadily. With Cambridge, candidates and centres had grown from 315 and 35 respectively in 1974 to 1113 and 90 in 1981: The AEB candidates and centres have increased from 522 and 88 in 1978 to 2219 and 224 in 1981.

Although both Boards emphasize that an understanding of business problems requires the integration of knowledge drawn from the several areas covered by the generic term "business studies", there are differences in their integrative themes, examination structure and clientele.

Cambridge integrates round the theme of decision making seen as deriving from four basic subject areas: human behaviour, finance and accounting, quantitative techniques and the economic environment affecting business. The AEB's integrating theme is the objective of business organizations. These differences are significant. The AEB scheme is more academic while Cambridge stresses the application of academic disciplines to the solution of practical problems.

The Cambridge examination comprises three papers spread over 7½ hours and the submission of a practical project consisting of a 4/5000 word report on a business or organizational problem. The AEB examination involves two three-hour papers and no project.

A comparison of examination results for the last two years is interesting since at least part of the differences are due to the clientele of the two Boards:

In 1981 the entire Cambridge A level Business Studies examination population was drawn from schools. There were no FE candidates. Approximately 40 per cent were in direct grant and independent schools; the balance in comprehensives and sixth form colleges. The schools and FE contributed 28 per cent and 42 per cent of the AEB candidates. The balance comprised 23 per cent from overseas and 7 per cent private entries.

In 1976 the A level Business Studies Project moved from Marlborough to the London University Institute of Education. The name was changed in 1981 to the Cambridge Business Trust project to emplinsize that its activities are related to both Cambridge A and O level syllabuses (the latter being introduced in 1978) and not business studies generally. The Trust provides teachers with information, advice and a forum for the interchange of views by such means as a regular bulletin, regional meetings and a standing conference.

For teachers with little or no business experience the Trust organizes an annual one week residential course related to the A level syllabus and, with industrial support, sends a small number of more experienced teachers each year on a course for non-specialist managers.

Probably the most significant contribution made by the Trust relates to the provision of resource material. Initially, teachers were issued with a loose-leaf file of student notes, work sheets and other teaching materials. This file, recently revised, is still available from the Trust and can save the teacher many hours of research. Additionally a series of textbooks under the Trust's auspices have been published in Longman's "Understanding Business Series". As well as the key text *Decision Making in Organizations* (Clifford) six other titles have so far appeared: *Financial Decisions* (Davies), *Marketing Decisions* (Tinniswood), *Production Decisions* (Powell), *People and Decisions* (Worrall), *The Economy and Decisions* (Donaldson and Clifford) and *Accounting and Decisions* (Corbett). A teacher's booklet accompanies each student text.

The AEB also publishes *Notes for Guidance* and a book list. An introductory textbook covering its syllabus in outline *Business Studies: An Integrated Approach* by Ferns is published by Hodder and Stoughton. Much of the material in the Cambridge File and textbooks is applicable to courses for the AEB examination.

Business Studies at A level raises both academic and practical problems. Some teachers have reservations about the "respectability" of Business Studies and doubt whether the subject has the intellectual rigour associated with sixth form studies. There was also the fear that the syllabus would be narrowly vocational. Both Boards have dispelled these criticisms by emphasizing the importance of an integrated approach and of such higher skills as analysis, evaluation and synthesis.

The main practical problems, apart from staffing and resource material, concern the financial means to acquire the resources available. The provision of a complete set of the "Understanding Business" series to each pupil, for example, can make heavy demands on a school allocation of money for textbooks. We started obtaining facilities for the project and coping with the numeracy aspects of the syllabus are difficulties faced by some Cambridge candidates.

All universities accept A level Business Studies irrespective of board for entry purposes although a small number of faculties do not count Economics and Business Studies as two subjects. Universities apart, the subject is now well regarded by pupils, teachers and industry.

A survey of 929 candidates who had taken the Cambridge examination between 1969 and 1974 elicited 603 replies; 83 per cent of the respondents stated that they were pleased they had read Business Studies. Only 7 per cent completely regretted their decision. A strong reason supporting the subject is that sixth formers are enabled to make a better choice of university or career options than is allowed by most traditional subjects.

Benefits identified by teachers include enhanced skill in numeracy and literacy and a greater awareness of the activities involved in running an industrial or commercial organization. This last point is important. One of the original aims in introducing Business Studies to the sixth form curriculum was "to remove prejudice and ignorance about business and industry". Not surprisingly, many business organizations have given strong moral and financial support.

CAMBRIDGE

| Year | Number of Candidates | Results Cumulative numbers by grade and % A | B | C | D | E | O | U |
|---|---|---|---|---|---|---|---|---|
| 1980 | 899 | 39 (7.7%) | 193 (23.4%) | 318 (34.7%) | 428 (47.6%) | 518 (58.19%) | 853 (94.9%) | 899 (100%) |
| 1981 | 1113 | 46 (4.1%) | 191 (17.2%) | 331 (29.3%) | 440 (39.5%) | 705 (63.18%) | 1034 (92.9%) | 1113 100% |
| | | AEB | | | | | | |
| 1980 | 1180 | 8 (0.5%) | 31 (2.6%) | 77 (6.5%) | 192 (16.2%) | 576 (49%) | 936 (79%) | 1180 100% |
| 1981 | 1892 | 4 (0.2%) | 31 (1.7%) | 87 (4.5%) | 207 (10.6%) | 673 (36%) | 1482 (78%) | 1892 100% |

*Further information regarding the Cambridge examinations at A and O level can be obtained from David Dyer, Director, The Cambridge Business Trust Project, University of London Institute of Education, 20 Bedford Way, London WC1 0AL. For the AEB, which also offers an O/A level examination in Business Studies and an O level in British Industrial Society, inquiries should be addressed to the Board at Wellington House, Aldershot, Hampshire GU11 1BO.*

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# HEADSHIP

**REQUIRED FOR SEPTEMBER 1982**

EDWARD HALL COUNTY JUNIOR SCHOOL (Group 5)
Bosworth Road, Eastwood, Leigh-on-Sea, Essex.

Closing date: 19th March, 1982

**Application forms and further details available from (foolscap s.a.e. required) County Education Officer, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.**

ESSEX County Council

**Glebe First School**
D'Arcy Gardens, Kenton, Middlesex, HA3 9JU.
Tel. No: 01-204 2493

## Temporary Headteacher (Group 5)

*Applications are invited for this post which will become available in September 1982 on the retirement of the present Headteacher.* The school is due to amalgamate with the Middle School on the same site in September 1983 and this post is for one year only. The present roll is approximately 210 children (ages 5 - 9 years).

**Roxeth Manor First School**
Eastcote Lane, South Harrow, Middlesex, HA2 9AG
Tel. No: 01-422 6638

## Headteacher (Group 4)

Applications are invited for this post which will become vacant in September 1982 upon the retirement of the present Headteacher. The School has a roll of approximately 200 children aged 5 to 8 years and shares a site with the Middle School (8-12 years).

**Application forms and further details are obtainable from and should be returned to the Controller of Education Services (Schools) P.O. Box 22, Civic Centre, Station Road, Harrow, Middlesex, HA1 2UW, by 9th March. Please enclose stamped addressed envelope.**

Harrow Education

## Nursery Education

### Other Appointments

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES

**HAMPTON WICK INFANT SCHOOL**
Normansfield Avenue, Teddington, TW11 9RP

Nursery teacher, Scale 1, required from the beginning of the summer term to be responsible for a 26 place nursery class based in a newly built unit attached to the school. This post is established and applicants require both nursery training and experience.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, to be returned by 15th March. (4317) 100092

**BRENT**
LONDON BOROUGH OF BRENT
**SUDBURY INFANTS SCHOOL**
Watford Road, Wembley HA0 (Roll 264)

Required from March 16 to cover maternity leave TEACHER for large nursery unit. Temporary Scale 2 post available for duties applied. Visits and enquiries welcome (01 904 7788).

Application forms (sae) obtainable from Director of Education, P.O. Box 1, Chesterfield Road, Park Lane, Wembley HA9 7RW, returnable to the Head of the School by 8th March.

London allowance of £759 per annum is payable. Brent is fundamentally committed to multi-cultural education. 100026

**WALTHAM FOREST**
LONDON BOROUGH OF WALTHAM FOREST
**EQUAL OPPORTUNITY EMPLOYER**

The borough is within easy reach of Central London and served by Epping Forest. Required for September (but earlier if possible) Nursery Teacher to take charge of the Nursery Class in the Nursery Unit.

For further information please see our advertisement under Primary Education Scale 3. (4128) 100026

**BRENT**
LONDON BOROUGH OF BRENT
**SUDBURY INFANTS SCHOOL**
Watford Road, Wembley HA0 (Roll 264)

Required from March 16 to cover maternity leave TEACHER for large Nursery Unit. Temporary Scale 2 post available for suitable applicant. Visits and enquiries welcome (01 904 7788).

Application forms (sae) obtainable from Director of Education, P.O. Box 1, Chesterfield Road, Park Lane, Wembley HA9 7RW, returnable to the Head of the School by 8th March.

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**WALTHAM FOREST**
LONDON BOROUGH OF WALTHAM FOREST
**EQUAL Opportunity Employer**

Nursery Teacher within easy reach of Central London required for September 1982 for **CHINGFORD INFANTS SCHOOL**, Sycamore Road, London, E17 (Roll 240)

Head Teacher: Mrs. J.S. Walker, A.C.P.

Experienced and imaginative nursery trained teacher is required to take charge of this 40 place nursery unit. Applicants should be qualified such as a 2nd language teacher or have a wide range of nursery experience.

Applications would be welcomed from newly qualified teachers trained in Multi-Cultural Education and Social Priority Allowance.

Scale 3 (£4,128 - £4,758) plus £759 per annum Inner London Allowance.

Application forms obtainable on receipt of s.a.e. from Director of Education, Town Hall, Forest Road, Walthamstow, London E17 4JF. Closing date 19th March. (4181) 100034

**BRENT**
LONDON BOROUGH OF BRENT
**SUDBURY INFANT'S SCHOOL**
Watford Road, Wembley, HA0 (Roll 264)

Required from March 16 to cover maternity leave TEACHER for large nursery unit. Temporary Scale 2 post available for suitable applicant. Visits and enquiries welcome (01 904 7788).

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**BERKSHIRE**
**FOLEHAMPTON C.E. (CONTROLLED) INFANT SCHOOL**
Hermitage Drive, Twyford, Reading, RG10 9EB

Required September 1982 TEACHER (Group 4) to be responsible for Infants. Job description and further details from the Headteacher at the above address. Application forms (foolscap s.a.e.) from Education Office, Shire Hall, Bridgefield Park, Reading RG1 2AX (sae). Closing date 19th March 1982. (9984) 110010

**BERKSHIRE**
**FOLEHAMPTON C.E. (CONTROLLED) INFANT SCHOOL**
Hermitage Drive, Twyford, Reading, RG10 9EB

Required September 1982 TEACHER (Group 4) to be responsible for Infants. Job description and further details from the Headteacher at the above address. Application forms (foolscap s.a.e.) from Education Office, Shire Hall, Bridgefield Park, Reading RG1 2AX (sae). Closing date 19th March 1982. (9984) 110010

# HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the following Headship.

**NORTHFIELD INFANT SCHOOL**
**LOWESTOFT**
**Group 5 Ages 5–7**

Lowestoft is a fishing, industrial and resort town.

Further details and application forms available from the County Education Officer, Suffolk County Council, Grimwade Street, Ipswich IP4 1LJ (s.a.e please) to be returned by 12th March, 1982.

Suffolk County Council

## Primary School Education

### Headships

**AVON COUNTY**
EDUCATION DEPARTMENT
**BONDING C.E. (VA) SCHOOL**
Pilning, Bristol BS12 3JG.

Salary to accordance with Group 4 Vacancy from September 1 1982. FOUR ACRE SITE.

**CHURCH SCHOOL**, Four Acres, Withywood, Bristol, BS13 9BA.

Required from September 1982 or January 1983. Salary to accordance with Group 4 Vacancy from April 1982. **NEWBRIDGE ST VC SCHOOL**, Newbridge Hill, Lower Weston, Bath, BA1 3EE.

Required from April 1982. **NEWBRIDGE ST VC SCHOOL**, Chermouth Road, Bath, BA1 3EE.

Salary to accordance with Group 4 Vacancy from September 1982.

**CRAWTON COTTERELL CE (VC) SCHOOL**, Calders Road, Frampton Cotterell, Bristol BS17 2AA.

Salary to accordance with Group 4 Vacancy from September 1982.

Stamped addressed envelope for further information and application forms. Applications to be returned by 5th March 1982 to Director of Education, Avon House North, Kingsweston, Bristol BS99 7AS. (9759) 110010

**BERKSHIRE**
**FOLEHAMPTON C.E. (CONTROLLED) INFANT SCHOOL**
Hermitage Drive, Twyford, Reading, RG10 9EB

Required September 1982 TEACHER (Group 4) to be responsible for Infants. Job description and further details from the Headteacher at the above address. Application forms (foolscap s.a.e.) from Education Office, Shire Hall, Bridgefield Park, Reading RG1 2AX (sae). Closing date 19th March 1982. (9984) 110010

# Headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:

**Calow CE (Controlled) Junior School, near Chesterfield**
Group 4 Number on roll 183

**Ockbrook Redhill Primary School, near Derby**
Group 4 Number on roll 199

**Barlow CE (Controlled) Primary School, near Chesterfield**
Group 2 Number on roll 88

**Horsley CE (Controlled) Primary School, near Derby**
Group 1 Number on roll 42

**The Meadows Primary School, Duffield, near Derby**
Group 4 Number on roll 138

Closing date 12 March 1982

**Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock.**

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

DERBYSHIRE County Council



**PARSONAGE FARM JUNIOR SCHOOL**
(Est. roll 1981/82: 345)
Farm Road, Rainham RM13 9JS

# HEADTEACHER

Required September 1982 for this Group 6 Junior School, due to the retirement of the present postholder.

**Application forms and further details are available (s.a.e. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date: Friday 12th March, 1982. (Ref: AJP/HC).**

Havering

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY
* Generous relocation expenses in approved cases.
* Temporary housing may be available.
* Complete "Surrey Vacancy List" available on request.

## HEADSHIP

**WHYTELEAFE COUNTY FIRST and MIDDLE:**
HEADTEACHER required September 1982 for this Group 6 First and Middle School for pupils aged 5–12 years. N.O.R. (January 1982) 240.

Salary scale £11,022–£12,129 p.a.

**Application form and further details available from County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames, Surrey. Completed applications should be returned not later than 12 March 1982.**

Re-advertisement. Previous candidates who wish to be considered should re-submit their application.

*Bedfordshire Education Service*

# Headship

**From September 1982**
**Ursula Taylor V.C. Lower School, Clapham, Bedford**
**Group 4**

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Lower School which caters for children aged 5–9 years. Estimated number on roll, September 1982, 149 pupils.

**Application forms and further details are available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford.**

Closing date: 19 March 1982.

Bedfordshire County Council

*Cheshire*

**DUDDON, CLOTTON, HOOFIELD CE CONTROLLED PRIMARY SCHOOL DUDDON, TARPORLEY, CHESHIRE**
**Group 3 105 pupils**

## HEADTEACHER

Applicants should have had varied experience throughout the full Primary School age range, be able to offer a variety of interests, and be willing to continue the close liaison that has been developed with the community and the recipient High School. The school has a long tradition for high standards in literacy and numeracy skills.

Salary scale: £8,940–£9,864.

**Application forms and further particulars available from the District Education Officer, 16 White Friars, Chester (Tel: Chester 313565) to whom they should be returned by 12th March, 1982.**

### PRIMARY HEADSHIPS
continued

**BERKSHIRE**
**WESCOTT COUNTY INFANT SCHOOL**
Wescott Road, Wokingham RG11 1PW
N.O.R. 98

HEADTEACHER required for September 1982 (Group 3)
Application forms and further details obtainable from the Director of Education, County Hall, Reading RG1 2AX (sae). Closing date 16th March, 1982. (9844) 110010

**CAMBRIDGESHIRE**
**WESTWOOD HOUSE SCHOOL**
Peterborough PE3 6JF.

(70 girls aged 7-11)

Applications are invited from suitably qualified and experienced teachers for the post of Head of Preparatory Department from September 1982. Salary Burnham Scale depending on qualifications. Westwood House is a Woodard School and the successful applicant will be a committed Christian probably a communicant member of the Anglican Church.

Apply in writing, with c.v. and names of 2 recent referees, to the Headmistress. (9217) 110010

**DUDLEY METROPOLITAN BOROUGH**
**ST. JOSEPH'S R.C. PRIMARY SCHOOL**
Lea Vale Road, Norton, Stourbridge

(Group 4)
(5 - 11: 165 on roll)

For September, qualified practising and recognised Roman Catholic for post of HEAD TEACHER. Post is subject to candidate accepting the Catholic Education Council Contract of 1981.

Application forms/details (foolscap SAE) from Director of Education, 3 St. James's Road, Dudley, West Midlands. Completed forms to be returned to the Very Reverend Monsignor W.J. Moore, 13 New Road, Brierley Hill, West Midlands, by 18th March. (9258?) 110010

**DURHAM**
**COUNTY COUNCIL**
Applications are invited for the HEADSHIP of the following school which will be created on 1st September, 1982, when it is proposed to amalgamate the current separate Junior and Infant Schools.

**SHILDON COUNTY JUNIOR MIXED AND INFANT SCHOOL**
GROUP 2
Application forms and further details obtainable from the Director of Education, County Hall, Durham, upon receipt of a stamped addressed foolscap envelope.

Application formsto be returned by 15th March, 1982. (41428) 110010

**HAMPSHIRE**
**SOUTHSEA FIRST SCHOOL**
(5 - 9)
Portsmouth
Required September, 1982 HEADTEACHER - GROUP 3.
Application forms and further details available from the Chief Education Officer, Guildhall Square, Portsmouth PO1 2EB. Closing date 17th March, 1982. (9233?) 110010

**HAMPSHIRE**
**WESTON PARK FIRST SCHOOL**
(aged 5-8 years)
Lower Swaythling, Southampton, SO2 5BX.
Required September, 1982. Head - Group 3.
A.E. for application form and details to Area Education Office (SW1), Arundel Towers North, Portland Terrace, Southampton, SO9 4XE. Closing date for applications - 18th March. (9581?) 110010

**HAMPSHIRE**
**SOUTH EAST AREA**
**SOUTH VIEW FIRST SCHOOL**
Marchlisham Road, Horndean, Portsmouth
Applications are invited for the post of HEADTEACHER at the First (5 - 9) School, Group 3, with effect from 1st September, 1982.
Application forms and further details may be obtained from the Area Education Officer, Divisional County Office, 164 Winchill Road, Gravesend, Kent DA12 1BE. Please enclose S.A.E. Closing date 19th March 1982.
**DOVE DIVISION**
Appointment of Headteacher, THE DOVE C.E. PRIMARY SCHOOL (CONTROLLED)
Dove Square, Walmer CT14 7TL
Group 6 Roll 387
Applications are invited for the post of Headteacher at this school for September 1982 due to the retirement of the present Headteacher.
Further details and application forms from the Divisional Education Officer, Divisional County Office, 164 Winchill Road, Gravesend, Kent DA12 1BE. Please enclose S.A.E. Closing date 19th March 1982.
**DOVE DIVISION**
Appointment of Headteacher, THE DOVE C.E. PRIMARY SCHOOL (CONTROLLED)
Dove Square, Walmer CT14 7TL
Group 6 Roll 387
Applications are invited for the post of Headteacher at this school for September 1982 due to the retirement of the present Headteacher.
Further details and application forms from the Divisional Education Officer, Divisional County Office, 164 Winchill Road, Gravesend, Kent DA12 1BE. Please enclose S.A.E. Closing date 19th March 1982.

**HAMPSHIRE**
**BORDON COUNTY INFANT SCHOOL**
Budds Lane, Bordon, GU35 0AA

HEADTEACHER required for this Group 3 school on 1 September 1982.
Details and application forms available from Area Education Officer, Southgate House, St. Swithun St., Winchester (s.a.e. please) to whom completed forms should be returned not later than fourteen days after the publication of this advertisement. (28195) 110010

**HERTFORDSHIRE**
**COUNTY COUNCIL**
**EAST HERTS DIVISION**
**ANNOUNCEMENT OF VACANCY**
**LAYFRON VOLUNTARY CONTROLLED CE (AIDED) SCHOOL OF ENGLAND FIRST SCHOOL**
For children aged 5 - 9 The Causeway, Buntingford
HEAD required as from 20 April 1982, appointment probably from 1st September 1982. Group 3 salary plus fringe allowances.
Application forms and further particulars from the Divisional Education Officer, Grange Paddock, Ware, Herts SG12 0EG. Closing date 10 March 1982. (9347) 110010

**HAMPSHIRE**
**FORTON ST. JOHN'S C.E. (AIDED) PRIMARY SCHOOL**
Grove Road, Gosport.
Required September, 1982 - HEAD TEACHER - Group 4.
Send s.a.e. to Head for details and application form.
Closing date 22nd March, 1982. (41388) 110010

**HAMPSHIRE**
**ROMSEY INFANT SCHOOL**
Cupernham Lane, Romsey, SO51 7HH
Required September, 1982 HEADTEACHER - Group 4.
Application forms and further details available from the Chief Education Officer, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (see please). (9517?) 110010

**LEICESTERSHIRE**
**LEICESTER ROWLATTS COUNTY PRIMARY SCHOOL**
HEADSHIP - GROUP 5

HEAD required August 1982. Approximately 220 on roll. This virtually new school serves a large housing estate recently completed on the inner eastern side of Leicester. Details on request (SAE).

Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 9th March. (9214?) 110010

**LINCOLNSHIRE**
**BRANSTON COUNTY JUNIOR SCHOOL**
HEADSHIP
(READVERTISEMENT)
BURNHAM GROUP 4
NOR 302

Applications are invited from suitably experienced teachers for appointment as Headteacher of this school from September 1982.

Forms and further particulars are available from the Divisional Education Officer, Lincoln Division, on receipt of a stamped addressed envelope.

closing date - 17 March 1982. (9534?) 110010

**NORTH YORKSHIRE**
**COUNTY COUNCIL**
Applications are invited from suitably qualified and experienced teachers for the following posts at the Primary School, Group 4.
**ST. HILDA'S R.C. VOLUNTARY AIDED PRIMARY SCHOOL, WHITBY**
Applications from Practising Roman Catholic teachers only.
Please send stamped addressed envelope for application forms and details to the County Secretary, County Hall, Northallerton, DL7 8AD, to whom completed forms should be returned not later than fourteen days after the publication of this advertisement. (28195) 110010

**POWYS**
**COUNTY COUNCIL**
**EDUCATION DEPARTMENT**
**YSGOL GYNRADD NEFYN**
(C) SCHOOL
Group 3 Roll 124
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher at the above named Church in Wales (Controlled) primary school to take up duty on 1st September, 1982. (Ref: 430).
Further particulars and application forms available from the Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys LD1 5LG, to whom completed forms should be returned by 18th March, 1982. (9545?) 110010

**SOLIHULL**
**EDUCATION COMMITTEE**
**ST. MARGARET'S C.E. (AIDED) PRIMARY SCHOOL**
(Group 4)
Richmond Road, Solihull, West Midlands B92 7BH
Required September, 1982. HEAD TEACHER. Practising C.E. Communicant preferred.
For details and application form send S.A.E. to Headteacher, Miss Scott, at the school.
Closing date: 15th March 1982. (8506?) 110010

**ISLE OF MAN**
**BOARD OF EDUCATION**
**ST. MARY'S R.C. PRIMARY SCHOOL**
REQUIRED FOR SEPTEMBER, 1982 Headteacher of Mls Group 3 School. Practising Roman Catholic essential.
Application forms and further details can be obtained from the Director of Education, Education Office, Government Offices, Buck's Road, Douglas, Isle of Man to whom completed forms should be returned by MONDAY 15th MARCH, 1982. (9834?) 110010

**KENT**
**COUNTY COUNCIL**
**EDUCATION DEPARTMENT**
Dartford Division
Appointment of Headteacher.
**ST. ANNE'S R.C. PRIMARY SCHOOL (AIDED)**
Lullingstone Manor Way, Temple Hill, Dartford DA1 5AA
Group 4 Roll 200
Applications are invited for the Headship of the above named school with effect from September, 1982. Candidates should be practising Roman Catholics.
Application forms and further details from: Divisional Education Officer, Dartford Division, Essex Road, Dartford, DA1 2AZ.
Closing date 17th March, 1982.

**GRAVESHAM DIVISION**
**ANNOUNCEMENT OF HEAD TEACHER VACANCY**
**MEOPHAM RISE COUNTY PRIMARY SCHOOL (JUNIOR DEPARTMENT)**
Deep Road, Northfleet, DA13 9HG
Group 3 Roll: 269.
Applications are invited for the post of Head Teacher of this Junior School which falls vacant at the end of the summer term 1982, following the appointment of the present head to the Headship of a larger school in the County.
Full details and application form may be obtained from the Divisional Education Officer, Divisional County Offices, 164 Winchill Road, Gravesend, Kent DA12 1BE. Please enclose S.A.E. Closing date 19th March 1982.
**DOVE DIVISION**
Appointment of Headteacher, THE DOVE C.E. PRIMARY SCHOOL (CONTROLLED)
Dove Square, Walmer CT14 7TL
Group 6 Roll 387
Applications are invited for the post of Headteacher at this school for September 1982 due to the retirement of the present Headteacher.
Further details and application forms from the Divisional Education Officer, Divisional County Office, 164 Winchill Road, Gravesend, Kent DA12 1BE. Please enclose S.A.E. Closing date 19th March 1982.

**LEICESTERSHIRE**
**LEICESTER ROWLATTS COUNTY PRIMARY SCHOOL**
HEADSHIP - GROUP 5

HEAD required August 1982. Approximately 220 on roll. This virtually new school serves a large housing estate recently completed on the inner eastern side of Leicester. Details on request (SAE).

Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 9th March. (9214?) 110010

**SHEFFIELD**
**CITY OF SHEFFIELD EDUCATION COMMITTEE**
**ST. JOHN FISHER RC J & I ALIENED SCHOOL**
Springwater Avenue, Sheffield 13
A Head Teacher is required for Autumn Term 1982. On the Retirement of the present Head Teacher, applications are invited from suitably qualified and experienced practising Roman Catholics for the above post in this Group 3 School.
Application forms and further details are available from the Chief Education Officer to whom they should be returned at PO Box 67, Leopold Street, Sheffield S1 1RS by Friday 19 March 1982.
Previous applicants will be considered and need not reapply. (8336?) 110010

**WEST SUSSEX**
**THAKEHAM C.FIRST SCHOOL**
Thakeham, Pulborough.
Required September 1982 for appointment to be effective from 1st January 1983 for this group 1 first school.
Details and application form from Education Officer for area, 19 Mill Road, Worthing. Closing date 18th March 1982. (4141?) 110010

**WILTSHIRE**
**COUNTY COUNCIL**
**AMESBURY PRIMARY SCHOOL**
**HOLY TRINITY C.E. (AIDED) SCHOOL**
Queensbury, Coles Hill, Amesbury, SP4 7LR
Group 4 N.O.R. 210
Headteacher required from December 1982. The Governors are hoping to appoint a practising regular communicant of the Church of England, who can make full use of the opportunities that mixed status can offer. Applications (please) of the referees should be the Chairman of the Governors, Anglia's Peter Read.
Application form and further details (s.a.e. please) from Clerk to the Governors, County Hall, Trowbridge, Wiltshire BA14 8JB by 8th March 1982. (41388) 110010

**WOLVERHAMPTON BOROUGH COUNCIL**
**EDUCATION COMMITTEE**
Required for September 1982.
**PRIORY GREEN INFANT SCHOOL**
(currently organised with Junior classes)
Head teacher Group 4

**KINGSWOOD NURSERY/INFANT CENTRE**
Head Teacher Group 4

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement (see please). (9517?) 110010

## Deputy Headships Second Masters/ Mistresses

**CAMBRIDGESHIRE**
**NORTHERN AREA**
**WINYATES COUNTY PRIMARY SCHOOL**
Orton Goldhay, Peterborough PE2 0QE
Tel: Peterborough 234155.
GROUP 2 Roll for 480
The school opened in January 1976 is open-plan and serves children of the 5 - 11 year age range in the new town development area of Orton Goldhay. The school positively encourages community involvement in the life of the school.
Required for September 1982 DEPUTY MASTER/MISTRESS
Details of assistance with housing if appropriate cases. Visits are welcome.
Forms, application and further details available from the Headteacher at the above address. (S.A.E. please). Closing date for receipt of applications 12th March. (9503?) 110010

**DORSET**
**HOLY TRINITY, SE (CONTROLLED) JUNIOR SCHOOL**
Cross Road, Weymouth
**DEPUTY HEAD TEACHER**
Group 5?, required from September 1982.
Application forms, returnable to the Headmaster by 15 March, and further details from the Education Staffing Officer, County Hall, Dorchester, DT1 1XJ (foolscap sae). (9285?) 110010

**EALING**
**LONDON BOROUGH OF EDUCATION SERVICE**
**BRAYBROOK FIRST SCHOOL**
Drayton Green, Ealing, London W13 0SA
DEPUTY HEAD required for September, 1982.
Group 2 (pending triennial review) plus £759 London Allowance and Social Priority payments.
Relocation expenses may be payable.
Application forms (SAE) from Head to be returned by 12th March, 1982. (9315?) 110010

**EAST SUSSEX**
**COUNTY COUNCIL**
**BOURNE COUNTY PRIMARY SCHOOL**
Willowfield Road, Eastbourne, BN22 9AS.
Required September, 1982, Deputy Head for this Group 4 School. Successful candidate would be required to take Boys' Games in the Junior School and to assist with Swimming, French or Music as added advantage.
Relocation grants available in approved cases.
Application forms and further details from the County Education Officer, Education Department, Southover House, Southover Road, Lewes, BN7 1AB, to whom completed forms should be returned not later than 12th March. (9284?) 110010

**ENFIELD**
**LONDON BOROUGH OF ENFIELD**
**OAKTHORPE INFANTS SCHOOL**
The Kiln Lane, London N13
Group 5, Roll 124
THE DEPUTY HEADSHIP of this school will become vacant in September, 1982 on the retirement of the present holder.
Applications for the post are invited from suitably experienced candidates.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two home allowances.
Application forms and details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56 Civic Centre, Silver Street, Enfield, Middlesex EN1 3XG and to be returned to the Director of Education by 15th March 1982. (9315?) 110010

**HAMPSHIRE**
**CHANDLERS FORD COUNTY JUNIOR SCHOOL**
Hursley Road, Chandlers Ford SO5 1XT
**DEPUTY HEADTEACHER** required for this Group 6 School from September, 1982.
Further details and application forms available from the Headteacher on receipt of s.a.e.
Closing date for completed application forms 16th March 1982. (4142?) 110010

**LEICESTERSHIRE**
**MARKET HARBOROUGH C.E. (ASPIRANT) (AIDED) PRIMARY SCHOOL**
Coventry Road, Market Harborough
Leicestershire, LE16 9BZ

Head - Mr. J. T. McEvoy

**DEPUTY HEAD - GROUP 4**

DEPUTY HEAD required August 1982. Applications invited from teachers experienced in modern educational techniques and practices, particularly relating to boys' games and building the curriculum around religious education.
The school is approximately 175 on roll.
Details from Reverend W.E. Pitt, Vicarage, Church Square, Market Harborough, Leicestershire. (Tel: No. 0858 63198). 110010

**HAMPSHIRE**
**ST. MARY'S R.C. J.M. & I. SCHOOL**
(Est. roll 1982/83: 450)
Homchurch Road, Hornchurch, Essex RM12 4TL
Headteacher: Sister Teresa

## DEPUTY HEADTEACHER

required September 1982 for this Group 6, Roman Catholic Junior, Mixed and Infant School. Applicants should indicate the areas in which they could contribute to the development of the School. Vacancy due to the promotion of the present postholder. Practising Catholic preferred.
**Application forms and further details are available (s.a.e. please) from the Headteacher. Closing date: Friday 12th March, 1982.**

**ST. PATRICKS R.C. J.M. & I. SCHOOL**
(Est. roll 1982/83: 240)
Lowshoe Lane, Collier Row, Romford RM5 2AP
Headteacher G. Slamon

## DEPUTY HEADTEACHER

required September 1982 for this Group 5 Roman Catholic Junior, Mixed and Infant School. Practising Catholic preferred.

Havering

**Application forms and further details are available (s.a.e. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford (ref. AJP/HD). Closing date: Friday 12th March, 1982.**

## PRIMARY DEPUTY HEADSHIPS
continued

### ESSEX

SAWBRIDGE C OF E PRIMARY SCHOOL (Roll 210)
Sawbridge, Bishops Stortford, CM23 1DS
Tel: Sawbridge 210
DEPUTY HEADTEACHER
Group 3
RE-ADVERTISEMENT
Required September 1983, experienced, enthusiastic teacher. Responsibility for infants. Interest in Language Development, also Art and Display advantageous. Previous applicants reconsidered. Closing date: 15th March 1982.

Applications to Area Education Officer, St. John's Road, Epping. Essex. Tel: Epping 78444 ext. 32.

EASTWOOD COUNTY INFANT SCHOOL
Rayleigh Road, Leigh-on-Sea. Tel: Southend 521841 (Roll 149)
DEPUTY HEADTEACHER
Required September 1983, experienced Deputy Head Teacher for this Group 3 school. Expected to take active part in curriculum development. Closing date: Monday, 15th March 1982.

Application forms and further details obtainable from Area Education Officer, Civic Centre, Victoria Avenue, Southend-on-Sea, Essex. (Foolscap s.a.e. please).

FAIRENDS HOUSE OF (CONTROLLED) SCHOOL
Tenpleside, Mistley, Manningtree, Essex
Tel: Colchester 820612 (Roll 252)
DEPUTY HEAD Group 5
September suitably experienced Teacher of infants to be responsible for infant department.

WIVENHOE BROOMGROVE COUNTY JUNIOR SCHOOL
Broom Grove, Off Heath Road, Wivenhoe, Essex
Wivenhoe 2253 (Roll 360)
DEPUTY HEAD Group 6
September suitably experienced Teacher for this open-plan school. Interest in cooperative teaching an advantage.

For the above two posts, application forms and further details from Area Education Office, Park Road, Colchester (foolscap s.a.e. please) (413281) 110016

### MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
ST. PETER & PAUL R.C. PRIMARY SCHOOL
Cricket Green, Mitcham, Surrey CR4 4LG
Headteacher: Miss V.M. Reid
Tel: 01-648 3459
Age Range: 5-11 years
Pupils on Roll: 297
Requirements for Easter/September 1982
Deputy Head Teacher for this Group 5 Primary School (Scale 2 or 3)

Applicants should be practising members of the Roman Catholic church and should be thoroughly conversant with current theories of primary education. The successful candidate will be totally involved in the organisation and development of the school's curriculum.

An experienced teacher able to take responsibility for the Remedial Department of the school. Previous applicants need not apply.

London Allowance: £789. Leave of absence and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose envelope addressed envelope. Closing date: 15th March 1982. (36575) 110014

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
HAFREN C.P. JUNIOR SCHOOL
Newtown
Group 2
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER at the above named school.

Previous applicants who wish to be reconsidered should inform the Chief Education Officer in writing. (41424) 110015

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ENGLISH MARTYRS R.C. INFANT SCHOOL
Greenhow Vale Road, Sheffield S5 8EB
Required for September 1982 a Deputy Head Teacher for this Group 3 School.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22305) 110012

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BEIGHTON NURSERY
PARK GRANGE ROAD
Required for September 1982, a Deputy Head Teacher for this Group 3 school.

Applicants should state areas of curricular interest.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22306) 110013

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ENGLISH MARTYRS R.C. INFANT SCHOOL
Greenhow Vale Road, Sheffield S5 8EB
Required for September 1982 a Deputy Head Teacher for this Group 3 School.

Applicants should state areas of curricular interest.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22307) 110013

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
RUNDLE'S BAR MIDDLE SCHOOL
Sharrow Vale Road, Sheffield S11 8ZD
Required for September 1982 a Deputy Head Teacher for this Group 3 School.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22308) 110013

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
SHARROW INFANT SCHOOL
Sharrow Vale Road, Sheffield S11 8ZD
Required for September 1982 a Deputy Head Teacher for this Group 3 School.

Applicants should state areas of curricular interest.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22309) 110013

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
SHEFFIELD NURSERY
Required for September 1982, a Deputy Head Teacher for this Group 3 school.

Applicants should state areas of curricular interest.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22310) 110013

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
SHIREGREEN FIRST SCHOOL
Cambridge Avenue, Sheffield S4
Required for September 1982 a Deputy Head Teacher for this Group 3 school.

Experience in Language Development is a necessity as the successful applicant will be expected to plan and maintain suitable programmes of work throughout the school.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teaching Division) to whom they should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22311) 110013

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WOODSEATS INFANT SCHOOL
Chesterfield Road, Sheffield S8 0RN
Required for September 1982, a Deputy Head Teacher for this Group 3 School.

Applicants should state areas of curricular interest.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22312) 110013

### CORNWALL

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for out-of-County appointments.

PERRANPORTH C.E. (C.) PRIMARY SCHOOL
Perranporth
Requires for September, 1982 (or earlier if possible) a DEPUTY HEAD (Scale 2/3) for this Group 3 Primary School with Nursery. Applicants should be committed to Christian education and interests in all aspects of Primary Education, with special teaching experience in the Junior age range. Pleasing stateschool interests in music.

Application forms to be obtained on receipt of stamped addressed envelope from the Area Education Officer, Trevenson Road, Pool, Redruth, Cornwall TR15 3QY, to whom completed forms should be returned by 15th March, 1982. (22313) 110013

### CORNWALL

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for out-of-County appointments.

PENRYN C.E. (C.) PRIMARY SCHOOL
Penryn
Requires for September, 1982 (or earlier if possible) a DEPUTY HEAD (Scale 2/3) for this Group 3 Primary School with Nursery. Applicants should be committed to Christian education and interests in all aspects of Primary Education, with special teaching experience in the Junior age range. Pleasing stateschool interests in music.

Application forms to be obtained on receipt of stamped addressed envelope from the Area Education Officer, Trevenson Road, Pool, Redruth, Cornwall TR15 3QY, to whom completed forms should be returned by 15th March, 1982. (22314) 110013

### ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
DEPUTY HEADTEACHER
SACRED HEART R.C. SCHOOL
Belgium Street, Rochdale.
Tel: Rochdale 31496

An enthusiastic experienced teacher required as Deputy Headteacher (Group 5) of this School catering for children aged between 4 - 11. An interest in language and curriculum development would be an advantage.

Application and further particulars from the Area Education Officer, 80 Drake Street, Rochdale. Applications to be returned to the Headteacher not later than March 19th 1982.

### WHITAKER MOSS COUNTY PRIMARY SCHOOL

Required for September, 1982, Deputy Headteacher (Group 4).

Applications are invited from suitably qualified and experienced teachers for the above-mentioned post in this open-plan primary school with nursery. To commence duties in September this post involves liaison with associated links with an establishment for physically handicapped children on a primary age/ability level on the same site.

Application forms and further particulars may be obtained on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Smith Street, Rochdale OL16 1YD to whom completed forms should be returned by 10th March 1982. (41358) 110012

## Scale 1 Posts

### CAMBRIDGESHIRE

WESTWOOD HOUSE
Peterborough PE3 6JF.
(317 on roll - 110 girl boarders 9-18)

Resident assistant housemistress required April 1982. Some teaching for primary trained candidate, preferably music and/or P.E. Burnham Scale salary for qualified teacher.

Apply in writing s.a.e. with c.v. and names of 2 recent referees to the Headmistress. (32173) 110022

### DEVON

Please see displayed advertisement on page 55 (23302) 110022

### LONDON

ELTHAM COLLEGE
London, SE9 1QR
THE JUNIOR SCHOOL: 170 Day Boys aged 7-13
Vacancy on graduate and qualified staff in September for man or woman to take charge of Modern Languages in general form subjects with boys up to Scholarship level. Some experience desired but not essential (non-resident) appointment.

Application forms and written applications with c.v. to the Headmaster, Eltham College. (23098) 110022

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
HOLY CROSS CHURCH IN WALES AIDED PRIMARY SCHOOL
Required for September 1982 or earlier by mutual agreement, a suitably qualified ASSISTANT TEACHER (Scale 1) (Ref: 432).

Application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, Powys (s.a.e. please) to whom completed forms should be returned by 15th March 1982. (32269) 110022

### RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

STANLEY COUNTY JUNIOR SCHOOL
Stanley Road, Teddington, TW11 8UE

A full-time unestablished teacher required immediately for the summer term 1982 to teach a mixed ability third year junior class. Must be willing to work in a team and be involved with P.E. and extra-curricular sport activities.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 12th March. (23171) 110022

### WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST AN EQUAL OPPORTUNITY EMPLOYER
Mid Forest is within easy reach of all London and beyond by Epping Forest.

ARBURY ROAD SEPTEMBER 1982 INFANTS' DEPARTMENT RE-ADVERTISEMENT
HEAD TEACHER (GROUP 3)
Required for September 1982, an experienced Head Teacher to take up duty as from 1st September 1982.

Applications and further details to the Chief Education Officer, Education Office, Chapel Street, Saffron Walden CB10 1JL to whom completed applications should be returned within 14 days of the appearance of this advertisement.

Previous applicants who wish to be reconsidered should inform the Chief Education Officer in writing. (41424) 110015

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ST. JOHN'S C of E A & (SCHOOL (AIDED)
Required September 1982 a Deputy Head Teacher for this Group 3 School.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22305) 110012

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
RUNDLE'S BAR MIDDLE SCHOOL
Sharrow Vale Road, Sheffield S11 8ZD
Required for September 1982 a Deputy Head Teacher for this Group 3 School.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22306) 110012

### SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
SHAREGREEN FIRST SCHOOL
Cambridge Avenue, Sheffield S4
Required for September 1982, a Deputy Head Teacher for this Group 3 school.

Experience in Language Development is a necessity as the successful applicant will be expected to plan and maintain suitable programmes of work throughout the school.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teaching Division) to whom they should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22307) 110013

### CORNWALL

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for out-of-County appointments.

PERRANPORTH C.E. (C.) PRIMARY SCHOOL
Perranporth
Requires for September, 1982 (or earlier if possible) a DEPUTY HEAD (Scale 2/3) for this Group 3 Primary School with Nursery. Applicants should be committed to Christian education and interests in all aspects of Primary Education, with special teaching experience in the Junior age range. Pleasing stateschool interests in music.

Application forms to be obtained on receipt of stamped addressed envelope from the Area Education Officer, Trevenson Road, Pool, Redruth, Cornwall TR15 3QY, to whom completed forms should be returned by 15th March, 1982. (22313) 110013

### CORNWALL

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for out-of-County appointments.

PENRYN C.E. (C.) PRIMARY SCHOOL
Penryn
Requires for September, 1982 (or earlier if possible) a DEPUTY HEAD (Scale 2/3) for this Group 3 Primary School with Nursery. Applicants should be committed to Christian education and interests in all aspects of Primary Education, with special teaching experience in the Junior age range. Pleasing stateschool interests in music.

Application forms to be obtained on receipt of stamped addressed envelope from the Area Education Officer, Trevenson Road, Pool, Redruth, Cornwall TR15 3QY, to whom completed forms should be returned by 15th March, 1982. (22314) 110013

### WARWICKSHIRE

MONKS KIRBY
Monks Kirby, Rugby, Warwickshire CV23 0QN

Applications are invited from suitably qualified and experienced teachers for the above post, which is in Group 3 school (160 on roll rising to 190), due to September 1982. Candidates must be practising communicant members of the Church of England and there is a detached school house within a reasonable distance.

Application form and further details obtainable from the Education Officer, Newton Hall, Newton, Burton-on-Trent, Staffs DE15 0UZ (Tel: Repton 702324) to whom completed forms should be returned by 15th March, 1982. (23302) 110010

### WEST SUSSEX

MANOR HALL C. MIDDLE S.
Manor Hall Road, Southwick, Brighton
Headteacher required September 1982 for this 3 tier Middle School. Large new building. Forms from Education Officer, Worthing Road, Horsham. Closing date 12th March. (41416) 110010

## Scale 2 Posts and above

### WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of all London and beyond by Epping Forest.

CHINGFORD C.E. (A) PRIMARY SCHOOL
Queens Road, Chingford E4 6QA
Required for September 1982, Deputy Headteacher for this Group 4 school.

Applicants should state areas of curricular interest.

Application forms and further details, if available, are obtainable from the Chief Education Officer (Teachers Division) to whom they should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ within 2 weeks of the appearance of this advertisement. (22315) 110012

### WEST SUSSEX

MANOR HALL C. MIDDLE S.
Manor Hall Road, Southwick, Brighton
Headteacher required September 1982 for this 3 tier Middle School. Large new building. Forms from Education Officer, Worthing Road, Horsham. Closing date 12th March. (41416) 110010

### HUMBERSIDE

EDUCATION COMMITTEE

REQUIRED FOR SEPTEMBER 1982 HEAD FOR BOOTHFERRY MIDDLE SCHOOL
Western Road, Goole, North Humberside

Group 6: N.O.R. 448: Age Range 9 - 13

Application forms and further particulars are obtainable from the Director of Education (H), Wilberforce House, County Hall, Beverley, North Humberside (HU17 9BA. (Tel: (0482) 881751). Ext. 3116 to whom completed forms should be returned not later than Monday, 29th March, 1982. (23196) 110022

## Deputy Headships
## Second Masters/ Mistresses

### STAFFORDSHIRE

EDUCATION COMMITTEE
ST. JOHN'S C.E.(C) MIDDLE SCHOOL)
Saltmore Road, Eastacton, Wolverhampton, WV11 2HY
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER (Group 5) of this 9 - 13 Middle School.

Application forms and further particulars obtainable from and returnable to the Headteacher, (s.a.e.), closing date 12th March, 1982.

All applicants are asked to note that it is the County Council's view that it is undesirable for their employees to be members of an appropriate Trade Union. (23067) 120018

### SUFFOLK

GREAT CONNARD MIDDLE SCHOOL
Walls Hall Road, Great Cornard, Sudbury
Group 5: Mixed 9-13 Middle Comprehensive 9-13: 600 on roll)
Required for September 1982 MASTER/MISTRESS.

Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. Closing date: 22nd March 1982. (41368) 130016

## By Subject Classification

## Home Economics

## Scale 1 Posts

### HUMBERSIDE

EDUCATION COMMITTEE
WEST GOOLE MIDDLE SCHOOL
Wells Road, Rigner, West End Lane, Rigner, Tel No: 01 569 9836
Required for September 1982, experienced teacher (Scale 2) to work in this lower school (age range 8-12) with responsibility (400) able to teach (the full) range of curriculum work including Personal Social and General Studies teaching and to accept responsibility for the development of the school. An attractive post in a pleasant setting. This is a scale 2 post.

Application forms and further details are available from and to be returned to Headteacher at the above address. Please enclose stamped addressed envelope. (23299) 110022

## Physical Education

## Scale 1 Posts

### BEDFORDSHIRE

NORTHERN AREA
HARROLD PARISH MIDDLE SCHOOL
(9 - 13)
The Green, Harrold, Beds MK43 7BE
Headmaster: Mr R J Smith
Tel: Bedford 720446
Required for Easter 1983 a temporary teacher of Games and P.E. and Mathematics, Scale 2.

This is a temporary post for one term until 31 August 1983.

Application forms and further details available from the Headteacher (SAE please) (41412) 134203

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. AUGUSTINE'S R.C. SCHOOL
RAWNLEY ROAD
Rawnley Road, GRAVESEND, Kent DA12 5TE
Applications are invited for the following posts:

Required for September 1982
Teacher with PHYSICAL EDUCATION and girls' games would help Headmistress also state(s) interest(s) in Dance.

Application is by letter to the Headmaster at the school, giving details and naming two referees. (23227) 134204

## Other than by Subject Classification

## Scale 2 Posts and above

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - CLIFFE WOODS MIDDLE SCHOOL
Cliffe Woods, Rochester, Kent
470 pupils Mixed 9 - 13
Required
YEAR LEADER (Scale 3) required for September 1982 to work in this 9 (13 year olds). Candidates should have a strong commitment to Middle School education and some specific curriculum and organisation interests and qualifications.

Application forms obtainable from and returnable to the Headmaster at the school. (23345) 125620

## Scale 1 Posts

### ESSEX

BRENTWOOD
PREPARATORY SCHOOL
Middleton Hall
Brentwood, Essex CM15 8EQ

I.A.P.S. 220 boys aged 7 -

Required for September 1982, Teacher for Geography and Junior Timetable. Nature Study, Games, Drama and the possibility of some Art and Craft. The post may be resident and salary will be by arrangement.

Applications with curriculum vitae and the names of three referees in the first instance, from whom further information may be obtained. (23330) 125612

### HARROW

EDUCATION COMMITTEE
WEALDSTONE MIDDLE SCHOOL
Mount Lane, Pinner, Middlesex HA5 3JA
Tel No: 01 866 0011
Required for September 1982 an experienced teacher mainly for lower school work in this Group 3 Middle School (360), able to teach the full range of curriculum work including French. Special interest in Creative Crafts and Home Economics are equally welcome with an ability to assist with Physical Education activities. This is a scale 2 post.

Applications forms from and to be returned to the Headmaster at the school, Uxbridge Road, Hatch End, Pinner, Middx HA5 4HT by 15th March. Please enclose addressed envelope. (23337) 135622

## Music

## Scale 1 Posts

### HARROW

EDUCATION COMMITTEE
WEST GOOLE MIDDLE SCHOOL
Wells Road, Rigner, West End Lane, Rigner, Tel No: 01 569 9836
Required for September 1982, experienced teacher (Scale 2) to work in this lower school (age range 8-12) with responsibility (400) able to teach (the full) range of curriculum work including Personal Social and General Studies teaching and to accept responsibility for the development of the school. An attractive post in a pleasant setting. This is a scale 2 post.

Application forms and further details are available from and to be returned to Headteacher at the above address. Please enclose stamped addressed envelope. (23299) 110022

### HARROW

EDUCATION COMMITTEE
NORBURY FIRST & MIDDLE SCHOOL
Whitton Crescent, Harrow, HA1 3QD
Tel: 01-863 8769
Temporary Teacher Scale 1 required from the Summer Term, 1982 to cover for Maternity Leave. Teacher for a 4th Year class, school links, ability to teach French and/or Music would be an advantage.

Application forms from and to be returned to the Headteacher by 15th March, 1982. (SAE please) (23331) 135622

## Secondary Education

## Headships

### AVON COUNTY

EDUCATION DEPARTMENT
MR BERNARD LOVELL COMBINED
Oldland, Bristol BS15 6TS
Group 11
Required for September 1982
Pumped addressed envelope for further information and application form (returnable by 12 March, 1982) to Director of Education, Alfred House, Alfred Place, Bristol BS99 7AF. (23707) 130010

### BARNET

LONDON BOROUGH OF BARNET
CHRIST CHURCH C.E. SCHOOL
Hilton Avenue, Finchley, N3
01 445 3249

A Mixed Comprehensive 11-18 with 1,000 pupils on roll in new premises. Group 9 (Roll 1,000) required September 1982 HEAD TEACHER. Applications should be returned not later than Monday 15th March, 1982. (23158) 130010

### BARNET

LONDON BOROUGH OF BARNET
CHRIST CHURCH C.E. SCHOOL
Hilton Avenue, Finchley N3
Y/A Mixed Comprehensive 11-18 with 1,000 pupils on roll in new premises. Group 9 (Roll 1,000) required September 1982 HEAD TEACHER. Applications should be returned not later than Monday 15th March, 1982. (23158) 130010

### HILLINGDON

LONDON BOROUGH OF HILLINGDON

ABBOTSFIELD SCHOOL
Clifton Crescent, Uxbridge, Middx UB8 3DA
Hillingdon. (Number on roll - 640)

HEADTEACHER required from September

Applications are invited for the 18 boys comprehensive school.

Abbotsfield is a mixed 11-18 comprehensive school situated in Hayes, Middlesex. There is a full sixth form. The school is mainly for lower school work (11-16) with a small sixth form. The curriculum will include French. Special interest in Creative Crafts and Home Economics are equally welcome with an ability to assist with Physical Education activities. This is a scale 2 post.

Application forms from and to be returned to the Headmaster at the school, Uxbridge Road, Hatch End, Pinner, Middx HA5 4HT by 15th March, 1982. Please enclose addressed envelope. (23159)

## NORTH YORKSHIRE COUNTY COUNCIL

RE-ADVERTISEMENT

**Huntington School, York (Group 12)**

Applications are invited from suitably qualified and experienced teachers for appointment as

# HEAD

of this Coeducational Comprehensive School for pupils aged 11–18. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from 1 September, 1982. The school has about 1500 on roll, of whom about 150 are in the sixth form. Previous applicants are asked to advise the County Education Officer if they do not wish to be considered further.

Further details and application forms (to be returned by 5 March, 1982) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.



Required in September 1982:

## HEADS – Group 11 (2 posts)

**1. Elfed High School, Buckley, 1,128 pupils**
**2. Dinas Bran School, Llangollen, 1,090 pupils**

Both schools are mixed 11–18 comprehensive *(English medium)*.

**Castell Alun High School, Hope, Wrexham**
**Head – D. Geraint Williams, B.A.**

## DEPUTY HEAD – Group 11

The school is a mixed 11–18 (English medium) comprehensive of 1,150 pupils accommodated in modern purpose-built premises located on a spacious campus which includes a Sports Hall. It is organised on a faculty system with a lateral pastoral arrangement and mixed ability grouping.

The person appointed will serve as a member of the second tier management team working in close liaison with Headmaster, Deputy and Senior Mistress. The job description will take into account the strengths of the successful applicant, but the principal requirements of the post are in the area of curriculum planning, including assistance with the timetable, general planning and organisation and especially responsibility for a close day-to-day monitoring and development of classroom input and pace.

The successful candidate should have an interest in community education in its broadest sense and would be expected to play a significant part in the continued development of the school.

There will be a substantial teaching commitment.

**Grange School, Rhos, Wrexham**
**(11–18 mixed comprehensive, 920 pupils by September 1983)**
**Head – Owen Hughes, B.Sc.**

## DEPUTY HEAD – Group 10

Experienced and successful graduate teacher, with some managerial experience, required to complete the appointment of the senior management team.

All Deputies carry an overall responsibility for a house section of the school (approximately 300 pupils) and this specific post will also include managerial functions related to pupils, such as induction programme, pupil assessment across year groups, subject option system and pupil leaving certificates.

The successful applicant will also be involved in the construction of the school timetable and some experience and/or training in this role is desirable. A broad curriculum role is also envisaged, according to subject specialism.

There will be a substantial teaching commitment.

**Application Forms and further particulars may be obtained from the undersigned, to whom completed forms should be returned by March 15th. (Tel. Mold 2121, Exts. 529 & 530.)**

CLWYD COUNTY COUNCIL
JOHN HOWARD DAVIES
Director of Education
Shire Hall, Mold

## ERMYSTED'S GRAMMAR SCHOOL
## SKIPTON-IN-CRAVEN
## NORTH YORKSHIRE

The Governors invite applications from well qualified and experienced Graduates for the post of

# HEAD

of this old-established Voluntary Aided Grammar School of 500 boys maintained by the North Yorkshire County Council which will become vacant on the resignation of the present Headmaster at the end of August, 1982. The School, which is in Group 9 for salary purposes, at present takes about a 30% selective entry of the boys in a predominantly rural catchment area, with vacancies being filled from a wider area. It has a distinguished record both for scholarship and on the games field. There is a Boarding House of 50 boys, in the day to day charge of a resident Housemaster.

Further details and application forms are obtainable from the Clerk to the Governors, c/o Area Education Office, Water Street, Skipton, North Yorkshire BD23 1PD. Completed forms should be returned to the Clerk by 10th March, 1982.

## SECONDARY HEADS
continued

### HUMBERSIDE

EDUCATION COMMITTEE

HEADSHIPS

Required for September, 1982

Heads for the following Schools

CHELMSFORD SCHOOL
Chelmsford Avenue, Anlaby
(12 - 16 Mixed Comprehensive School)
Group 5 N.O.R. 636

HEREFORD SCHOOL
Westward HO, Grimsby
(13 - 18 Mixed Comprehensive School)
Group 12: N.O.R. 1287

WHITCLIFF SCHOOL
Croeland Road, Grimsby
(11 - 16 Mixed Comprehensive School)
Group 11: N.O.R. 1305

The Education Committee have made proposals for the reorganisation of 11 - 19 education in the Grimsby area. These proposals are approved and implemented, as soon as accommodation, staffing, resources allow, would be effected in 1985. The effect of these proposals would be that Hereford School and Whitcliff school would become 11 - 16 schools in September, 1985. Chelmsford would remain a 13 - 16 school. The school groups at present are:

Application forms and further particulars are obtainable from the Director of Education (Schools) County Hall, Beverley, North Humberside HU17 9BA (Telephone 0482 867131 Ext. 3116) to whom completed forms should be returned not later than Monday 15th March, 1982. (23158) 130010

### KNOWSLEY

ST GREGORY'S R.C. COMPREHENSIVE SCHOOL
Bewley Drive, Southdene, Kirkby, Merseyside L32 9PJ

(1,180 girls, 11 - 18 years)

For September, 1982: HEADTEACHER for Group 11 School.

For application form and further details send s.a.e. to Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH.

Completed forms should be returned to Dean R. Mullen, St Peter and Paul Presbytery, Summerfield, Kirkby, Merseyside L32 9PJ by Friday, 12 March 1982. (23326) 130010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOYLAKE & CROMPTON SCHOOL
Blackshaw Lane, Royton, Oldham
Required for September, 1982 HEAD teacher for this GROUP 11 recently reorganised 11-16 mixed comprehensive school of about 1500 pupils. The School was opened in 1968 and is set in its own playing fields. The vacancy occurs in the retirement of the present Head.

Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Oldham. OL8 4PG returnable by 19th March. (23326) 130010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FAILSWORTH SCHOOL
Mr. Manchester
Required for September, 1982, HEAD teacher for this GROUP 11 recently reorganised 11-18 mixed comprehensive school of about 1400 pupils. The school is on a split site with its own playing fields, swimming pool is about to be taken in use. The vacancy occurs on the retirement of the present Head.

Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham. OL9 0QG returnable by 19th March. (23326) 130010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. ANSELM'S R.C. SCHOOL
Ripponden Avenue, Oldham.
Required for September, 1982, HEAD teacher for this GROUP 11 recently reorganised 11-18 mixed comprehensive school of about 900pupils, graduate preferred. The vacancy occurs on the retirement of the present holder. Social Priority Allowance payable.

Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham. OL9 0QG returnable by 19th March. (23326) 130010

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD WELLS HIGH SCHOOL
Group 10 - approx 850 pupils
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER at the above-named coeducational comprehensive school (11 - 18), to take up duty on 1st September, 1982. (Ref: 428).

Further particulars and application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, Powys (s.a.e. please) to whom completed forms should be returned by 15th March, 1982. (23283) 130010

### SOMERSET

FROME COLLEGE
Frome

(13 - 18 mixed secondary, 1463 and P.E. College combined on separate sites)

Applications are invited for the post of DEPUTY HEAD of the MERLIN THEATRE/ ARTS centre. (23302)

For further details of the above post see main Somerset County Council composite advertisement. (23302) 130010

### BERKSHIRE

SANDHURST SCHOOL
Owlsmoor Road, Sandhurst, Camberley, GU15 4JS
Required for September, HEADTEACHER for this Group 11 Co-educational school.

Application form and further details from the Director of Education, Shire Hall, Shinfield Park, Reading RG2 9XD. Closing date 9th March 1982. (23265) 130010

## Deputy Headships
## Second Masters/ Mistresses

### CUMBRIA

COUNTY COUNCIL
WYNDHAM SCHOOL
Sarcenet, Cockermouth, CA13 0QG
(Mixed Comprehensive, 12 - 18 years, 1203 on roll)
DEPUTY HEAD

Applications are invited from experienced teachers able to contribute to all aspects of school organisation and policy making. The post is vacant from 1st September 1982.

Further details and forms (s.a.e. please) from The Head, John Wilson, to whom applications should be sent within 2 weeks of the appearance of this advertisement. (41416) 130010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOYLAKE & CROMPTON SCHOOL
Blackshaw Lane, Royton, Oldham
Required for September, 1982 HEAD teacher for this GROUP 11 recently reorganised 11-16 mixed comprehensive school of about 1500 pupils. The School was opened in 1968 and is set in its own playing fields. The vacancy occurs in the retirement of the present Head.

Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham. OL9 0QG returnable by 19th March. (23326) 130010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FAILSWORTH SCHOOL
Mr. Manchester
Required for September, 1982, HEAD teacher for this GROUP 11 recently reorganised 11-18 mixed comprehensive school of about 1400 pupils. The school is on a split site with its own playing fields, swimming pool is about to be taken in use. The vacancy occurs on the retirement of the present Head.

Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham. OL9 0QG returnable by 19th March. (23326) 130010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. ANSELM'S R.C. SCHOOL
Ripponden Avenue, Oldham.
Required for September, 1982, HEAD teacher for this GROUP 11 recently reorganised 11-18 mixed comprehensive school of about 900pupils, graduate preferred. The vacancy occurs on the retirement of the present holder. Social Priority Allowance payable.

Send s.a.e. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham. OL9 0QG returnable by 19th March. (23326) 130010

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD WELLS HIGH SCHOOL
Group 10 - approx 850 pupils
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER at the above-named coeducational comprehensive school (11 - 18), to take up duty on 1st September, 1982. (Ref: 428).

Further particulars and application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, Powys (s.a.e. please) to whom completed forms should be returned by 15th March, 1982. (23283) 130010

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS BOYS' GRAMMAR SCHOOL
Langton Road, Tunbridge Wells, Kent TN4 8XB
Group 9 (under review)
Mixed, 1,100 pupils
Applications are invited for the post of Second Deputy Head Teacher.

The person appointed will join the management team of the school and will be responsible, with the Headmaster, for the planning and implementation of all pastoral and disciplinary procedures within the school.

Further details from the Headmaster (S.A.E.), to whom applications (no forms) should be sent, giving names and addresses of two referees, within two weeks of the appearance of this advertisement.

### SHREWSBURY DIVISION

MEOLE BRACE SCHOOL
ST. LEONARD'S SCHOOL
Meole Brace, Shrewsbury, Shropshire SY3 9HJ
Group No. 11 No. on Roll, (433)

A second deputy headteacher for September 1982 or January 1983 with overall responsibility for curriculum matters.

Application forms and further particulars available from Shropshire Education Office, 3 Shropshire Road, Shrewsbury SY3 7PG (S.A.E.) and returnable to the Director of Education at the above address by 15th March, 1982. (23343) 130012

## LINCOLNSHIRE

THE HOLBEACH GEORGE FARMER SECONDARY SCHOOL

Required for September 1982, Senior Master/Mistress (Group 6) (Roll 1,161) for 11/16 Mixed Secondary School, with responsibility for pastoral work and School Council. Applicants should also be able to contribute to the curriculum.

Application forms and further particulars are available from the Headmaster of the School, Park Road, Holbeach, PE12 7PU (SAE please). Completed forms should be returned by 15 March 1982. (23307) 130012

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
H

SECONDARY DEPUTY HEADSHIPS
continued

SALOP
SHROPSHIRE EDUCATION COMMITTEE
THE WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, TF2 6JZ.
(11-16 years)
MATHS TEACHER
Required in September, 1982. Experienced and well qualified teacher to join management team of 5.
Further details from the Head (SAE). (32037) 130012

## Remedial Posts

## Scale 2 Posts and above

LEICESTERSHIRE
THOMAS ESTEY COMMUNITY COLLEGE
Station Road, Broughton Astley, Leics.
In the Leicestershire plan for the co-organisation of secondary education
11 - 14 High - Roll 486
REMEDIAL SPECIALIST - SCALE 3
Required August, imaginative and creative teacher to organise a withdrawal system of remedial help and to offer support to teachers of children within the normal teaching situation.
Further details from the Head. Apply immediately (no formal) with full particulars and names and addresses of two referees (SAE). (32182) 131080

## Scale 1 Posts

SALOP
SHROPSHIRE EDUCATION COMMITTEE
SIR JOHN TALBOT'S SCHOOL
Heath Road, Whitchurch, SY 13 3JA
(850 Mixed)
REMEDIAL TEACHER SCALE
Required September. Interest and commitment more important than length of service.
Further details from the Head (SAE 9 by 4). (32294) 131022

Cheshire

*Application forms (send sae) unless otherwise stated are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.*

*J. R. G. Tomlinson, M.A.*
*Director of Education*

## HEADS OF DEPARTMENT

HEAD OF PHYSICS SCALE 3

*Fallibroome County High*
*Priory Lane, Macclesfield*
*Tel: Prestbury 827896*

Required for September 1982, Graduate able to teach to 'O' and 'A' Level. Application forms should be returned as soon as possible.

## SCALE 2 POSTS & ABOVE

SECOND IN MATHEMATICS DEPARTMENT – SCALE 3

*Victoria Community High*
*Ludford Street, Crewe*

A well qualified and experienced Mathematics Graduate is sought to teach Mathematics at all 11–16 levels up to 'O' (and towards 'A') level also with teaching of computer studies to 'O' level.
Closing date 8th March 1982.

## SCALE 1 POSTS

1. CHEMISTRY
2. MATHEMATICS

*Fallibroome County High. For school details see under Heads of Dept.*

Graduates required for both posts able to teach to 'O' and 'A' level.
Application forms should be returned as soon as possible.

CHEMISTRY

*Poynton County High*
*Yew Tree Lane, Off Dickens Lane, Poynton*
*Tel: Poynton 871811*
*1020 pupils on roll including 230 in Sixth Form.*

Required for September 1982 by whole age and ability range up to A and S levels to join a successful academic department. Excellent general facilities.
Application forms should be returned by 10th March 1982.

PHYSICS

*Shavington School*
*Rope Lane, Shavington, Crewe*

Developing Comprehensive, co-educational, 11–18 school with 1,000 pupils, including Sixth Form of 200. Required for September 1982 a graduate teacher of physics (up to 'O' level in 3–4 years) and physical science. Application forms should be returned as soon as possible.

VIOLET MATHEMATICS

*Stanney Cliddy Comprehensive*
*Stanney Lane, Ellesmere Port, South Wirral, L65 9DB*
*Tel: 051-355 3245*

Well-established 2 FE 11–16, 1400 pupils, Sixth Form of over 100, well-equipped in all areas and situated on the outskirts of the town.
Required for September 1982 a well qualified and enthusiastic teacher to join a successful, well-equipped department.
Forms should be returned by March 12th, 1982.

MUSIC (TEMPORARY)

*Barkfield County High*
*Liverpool Road, Widnes, WA8 7HU*
*Tel: 051-424 3038/4228/2357*

11–16 Mixed Comprehensive.
Required until 30th July 1982.
Apply directly to the Headmaster.

CHEMISTRY

*Padgate County High*
*Insall Road, Padgate, Warrington, WA2 0RD*
*Tel: Padgate 822632*

Purpose-built 11–18 mixed comprehensive, 970 pupils.
Required September 1982, graduate to teach to all ages in the Science Dept. It is possible that some 'A' level teaching could be required in the future. The Department is committed to a practical approach to science teaching and all lessons are taught in purpose-designed, fully-equipped laboratories.
Closing date 15th March 1982.

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1038)
Dawson Avenue, Barking, Essex.
Required for Easter 1982
REMEDIAL TEACHER
to complete the department staffing consisting of three full-time and two part-time teachers. The remedial work is by extraction from mixed ability classes. Scale 3 temporary post until 31st August 1982.
London and SPA Allowances result in a salary of £9569 above basic teacher rate.
Apply immediately in writing to the Headteacher, including curriculum vitae and names and addresses of two referees, one of whom should, where appropriate, be your present or immediate past employer. (4127) 131092

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BINGLEY GRAMMAR SCHOOL
Voluntary Aided. Founded 1589
Required for September, 1982, for the co-educational comprehensive school of 935 pupils with 210 in the Sixth Form, a temporary remedial teacher, Scale 1, for one year, able to teach English and Mathematics to slow learners up to and including the Fifth Form. Possibility of some teaching in other subjects areas including Sixth Form General Studies. Music etc. according to interests. Ability to help with out of school activities will be welcomed.
Application forms and further details may be obtained from the Headteacher, Bingley Grammar School, Keighley Road, Bingley, West Yorkshire, BD16 2TG. (Tel Bradford 565557) to whom completed forms should be returned by 12th March, 1982, quoting Reference ET6699/TSE. (32196) 131098

WILTSHIRE
WILTSHIRE - COLLEGES
CHIPPENHAM
TECHNICAL COLLEGE
Lecturer Grade 1 to teach Mathematics to the Less Able.
Please look under "Further Education Section". (32980) 131022

## By Subject Classification

## Arts and Design

## Heads of Department

DORSET
GILLINGHAM SCHOOL
(11 - 18 Comprehensive, 950 girls and boys)
Required for September: Head of Design Department (Scale 4) to have overall philosophical and administrative direction of areas of Craft, Design/Technology, Home Economics and Creative Arts. The well established Department conducts basic design courses in fifth and sixth years, with six specialist courses designation (hereafter to CSE, GCE Ordinary, CEE and GCE Advanced levels). A personal contribution to GCE will be preferred but by no means essential.
Applications (no forms) with names of three referees to Headteacher, from whom further particulars can be obtained. (32097) 131818

WILTSHIRE
SOUTH WILTS GRAMMAR SCHOOL
Salisbury
880 pupils - Sixth Form 210
ART DEPARTMENT
Required for September a well-qualified graduate teacher to be Head of the Art department.
Candidates should have the organisational ability, vision and enthusiasm to develop this area of the curriculum and be competent to teach all aspects of the subject to Advanced level. Unusual opportunity for the right person who will ideally have had 5–10 years experience. Scale 3 if post.
Please apply in writing to the Headmistress immediately giving full details of qualification, experience and interests, together with the names of two referees and enclosing s.a.e.s.(320411) 131218

## Scale 2 Posts and above

ISLE OF MAN
BOARD OF EDUCATION
BALLAKILEDAN JUNIOR HIGH SCHOOL
Co-educational
Comprehensive 11-14, 1200 on roll)
REQUIRED FOR SEPTEMBER, 1982, head of Department, Scale 2, at this Co-educational Comprehensive School of 1300 pupils, dealing with the age range 11 – 16 years. The Department has three full-time members of staff and its own purpose adjoining rooms with excellent facilities on the upper floor of an extensive Craft Complex.
Application forms and further particulars can be obtained by forwarding an unstamped addressed foolscap envelope to the Headmaster, Ballakeledan, Junior High School, Douglas, Isle of Man, to whom completed forms should be returned by 22nd March, 1982. (32556) 131230

LEICESTERSHIRE
LOUGHBOROUGH WOODBROOK VALE HIGH SCHOOL
In the Leicestershire plan for the re-organisation of secondary education
11 - 14 High: Roll 814
CO-ORDINATOR OF DESIGN - SCALE THREE
Required August for this new purpose-built 11–16 high school an experienced and dedicated teacher to assist in establishing, organising and development of the curriculum in the school and to take particular responsibility for those areas of the curriculum which form a design element, and to organise and develop such resources as may be felt appropriate for children of this age.
Prospective candidates will be sent further details on receipt of a s.a.e.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. R. Harris, Headteacher, Education Department, County Hall, Leicester. (32159) 131240

NORTH YORKSHIRE
THE BAR GRAMMAR SCHOOL
York YO2 2AR
(Direct Grant to go Comprehensive, 580 to become 800 pupils, 11–18 mixed)
Required for September 1982 a graduate teacher of Mathematics to teach to 'O' and 'A' level. Scale 2 if post.
Application forms and further details from the Headmaster, to whom they should be returned as soon as possible. (32192) 131252

## Scale 1 Posts

DEVON
Please see displayed advertisement on page 53 (33219) 131999

DONCASTER
HUNGER HILL SCHOOL
(13–18 Mixed Comprehensive)
Hungerhill Road, Conisbrough, Doncaster, South Yorkshire (Conisbrough 882471)
REQUIRED:
Assistant: C. Hughes BA (Hons) Teacher of Art and Design. Newly appointed in 1979 and there is a new Craft, Design and Technology Centre. Therefore in a position to offer Department rooms a part and opportunities for a person with a lively and imaginative approach to the subject.
Position (from September 1982) is a first appointment scale.
Application forms and further information available from the Headmaster (s.a.e. please), to whom forms should be returned as soon as possible. (32132) 131242

LEICESTERSHIRE
LOUGHBOROUGH WOODBROOK VALE HIGH SCHOOL
In the Leicestershire plan for the co-organisation of secondary education
11 - 14 High: Roll 814
CO-ORDINATOR OF DESIGN - SCALE THREE
Required August for this new purpose-built 11–16 high school an experienced and dedicated teacher to assist in establishing, organising and development of the curriculum in the school and to take particular responsibility for those areas of the curriculum which form a design element, and to organise and develop such resources as may be felt appropriate for children of this age.
Prospective candidates will be sent further details on receipt of a s.a.e.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. R. Harris, Headteacher, Education Department, County Hall, Leicester. (32159) 131240

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## Scale 1 Posts

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REQUIRED:
Assistant: C. Hughes BA (Hons) Teacher of Art and Design. Newly appointed in 1979 and there is a new Craft, Design and Technology Centre. Therefore in a position to offer Department rooms a part and opportunities for a person with a lively and imaginative approach to the subject.
Position (from September 1982) is a first appointment scale.
Application forms and further information available from the Headmaster (s.a.e. please), to whom forms should be returned as soon as possible. (32132) 131242

## Careers

## Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
QUEBDALE SCHOOL
CRACKLEY to be in charge of General Studies.
Secondary, Burnsidian, Scale 2 or 3 (dependent on experience).
Application forms and further details available from the Headmistress (s.a.e. please). Closing date 13th March, 1982. (32134) 131240

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
(AGE 5-16)
Station Road, Honley, Huddersfield (Tel. 0484 661)
1300 Pupils - Sixth Form 180
Required for September, 1982, one 11-18 comprehensive school, teacher, SCALE 1, of ART to TEACH in years 1 to 5. Expertise in Ceramics or 3D work useful but not essential. Excellent facilities in new Art and Design block.
Please apply by letter to the Headmaster at the school, giving curriculum vitae and names and addresses of two referees. (32196) 131222

LEICESTERSHIRE
ENGLISH MARTYRS R.C. COMPREHENSIVE SCHOOL
Anstey Lane, Leicester
Roll 984
ART & DESIGN - SCALE ONE
Required August, to 'A' level.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32156) 131232

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn
Roll: 1200 Mixed 11 - 18 years
Required September Scale 1 - Art and Light Crafts.
Apply immediately by letter, enclosing names of two referees and curriculum vitae, to the Headmaster. For further details and s.a.e. Removal expenses paid within Authority's scheme. (32275) 131222

NORTHAMPTONSHIRE
HIGHAM FERRERS, THE FERRERS SCHOOL
Queensway, Higham Ferrers, Northants
New Co-educational Comprehensive School 11 - 18
Required for September 1982 a Teacher for Chemistry. This growing purpose built school, which opened in September 1981, has pupils up to the 3rd year presently.
Interest in two of art, wood, ceramics is desirable. A person is required who is interested in developing and maintaining a post of responsibility and would be available for a suitable applicant.
The department of design, art, ceramics, pottery, science and design and technology is well equipped in a well planned multi media design area.
Further details and application form available from the Headmistress (SAE please). Closing date 13th March, 1982. (32331) 131229

SURREY
EPSOM COLLEGE
Surrey
This boys, aged 13 girls (372 boarders, 288 boys, 288 girls) sixth form school
Required for September 1982, a fully qualified teacher of ART. Commitment in all major athletic disciplines desirable. Willingness to foster Art activities out of school essential. Accommodation available for a single person.
Please apply with full curriculum vitae and the names of two referees to Headmaster, Epsom College, Epsom, Surrey KT17 4JQ. (32280) 131998

EALING
EALING LONDON BOROUGH EDUCATION SERVICE
GREENFORD HIGH SCHOOL (FORMERLY ST. JOSEPH'S R.C. HIGH SCHOOL)
Greenford Road, Greenford, Middlesex UB6 9AG
Required for 1st May 1982, a temporary part time teacher for 11 days per week to teach mainly Geography and some art in the Lower School. The successful applicant will join a thriving Creative Department of Geography are CSE, CSE and GCE 'O' and 'A' level. This oversubscribed 13 - 18 years Catholic Mixed Comprehensive School has 1018 pupils on roll with 175 in the sixth form.
Forms obtainable from the Headmaster at the school, to whom they should be returned as soon as possible. (32211) 131238

U.S.A.
CRAFTS TEACHING IN US SUMMER CAMPS
We are looking for hundreds of enthusiastic craftsmen teachers. Age 19 up to work with American children during the summer months. Good rewarding weeks from June. Pay, flights, insurance, board and lodging. Salary £1,000 plus. Flexible holiday dates.
Contact Tim Edwards, BUNKERS, 26 Farnaby Road, London W16 5AS. (Tel: 01-857 1934). SPECIALISTS REQUIRED. (32108)

## Classics

## Scale 1 Posts

OXFORDSHIRE
COUNTY COUNCIL
WHEATLEY SCHOOL
Holton, Oxford, OX9 1QU
Required for September, a teacher of Latin (Scale 1) in this natural comprehensive school to teach half a timetable of Latin up to Advanced Level and who will be invited to teach one other French or English or History as second subject. There might be the possibility of a little Greek.
Apply to Headteacher outlining age, qualifications, experience and naming two referees. Further particulars available on request. (32142) 131622

## Commercial Subjects

## Scale 1 Posts

DONCASTER
MEXBOROUGH SCHOOL
Maple Road, Mexborough, South Yorkshire S64 9HW
Telephone: Mexborough 582858
Full-time Teacher for Typewriting and Office Practice to teach throughout the 11–16 range in the school. Ability to teach Pitman 'O' Level Shorthand would be an advantage.
Applications to the Headmaster at the above address (SAE please) as soon as possible. (32245) 131222

DORSET
THE PURBECK SCHOOL
Wareham Road, Wareham
Comprehensive
Co-educational
(11 - 18, 1400 on roll)
Required April or September, Scale 1 teacher of Typewriting and Office skills for 4th and 5th years.
Further details and application form (foolscap sae please) from Headmaster. (32093) 131222

ISLE OF MAN
BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational
Comprehensive 11 - 18, 600 on roll)
Required for September, 1982 a Teacher for Business Studies to serve in the subject in this new School, initially up to 'O' level, but with provision for the subject to be developed to 'A' level as soon as numbers warrant. An interest in Computer Studies/Physical Education would be helpful.
Application forms and further details can be obtained on receipt of a self-addressed foolscap envelope from the Headmaster, Queen Elizabeth II High School, Douglas, Isle of Man, to whom completed forms should be returned by Monday, 15th March, 1982. (32027) 131828

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn
Roll: 1200 Mixed
Required September Scale 1 Office Practice and Typewriting.
Apply immediately by letter, enclosing names of two referees and curriculum vitae, to the Headmaster. For further details and s.a.e. Removal expenses paid within Authority's scheme. (32275) 131222

## Computer Studies

## Scale 2 Posts and above

HAVERING
LONDON BOROUGH OF HAVERING
FRANCIS BARDSLEY SCHOOL FOR GIRLS
Brentwood Road, Romford
Telephone: Hornchurch 58255
Headteacher: Mrs J.R. Irwin-Hunt M.Ed.
IN CHARGE OF COMPUTER STUDIES
Scale 2 (Scale 3 if appointed)
Required September 1982, in Sixth Form. The post will involve teaching another subject, preferably Mathematics, as second subject offered.
Further particulars and application form (foolscap sae please) from Headmistress. (32209) 131222

ISLE OF MAN
BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational
Comprehensive 11 - 18, 600 on roll)
Required for September, 1982 a Teacher for Business Studies to serve in the subject in this new School, initially up to 'O' level, but with provision for the subject to be developed to 'A' level as soon as numbers warrant. An interest in Computer Studies/Physical Education would be helpful.
Application forms and further details can be obtained on receipt of a self-addressed foolscap envelope from the Headmaster, Queen Elizabeth II High School, Douglas, Isle of Man, to whom completed forms should be returned by Monday, 15th March, 1982. (32027) 131828

NORTHUMBERLAND
HIRST COUNTY HIGH SCHOOL
Hirst Park, Ashington.
Group 11 13 - 18
Comprehensive
Required for September 1982, Graduate to teach Computer Studies to examination level and assist in Computer and computer appreciation courses. The school has good facilities, it's own microcomputer and access to the Authority's Central Resource Centre. Facilities for patch work. Opportunities for expansion in the whole of Business Studies. Computing (Scale 1), removal expenses and lodging allowance may be payable.
For application forms returnable by 15 March 1982, and further details apply to Headteacher. (32229) 131202

## Economics

## Heads of Department

ILEA
ST. ALOYSIUS' COLLEGE
Lundon Way, Lower Road, Harefield
St. Aloysius' College is a 6th form college with a Comprehensive intake. Pupils (Group 10) are selected by ability.
Required September 1982:
1. Graduate Head of Economics Department, to lead a team of 3 teachers through to 'A' level. Ability to assist with Sixth Form General Studies would be an advantage.
Application forms and further details can be obtained on receipt of a self-addressed envelope from the Headmaster. Completed forms should be returned by 8th March, 1982. (32133) 131422

SURREY
GUILDFORD HIGH SCHOOL
ENGLISH Honours graduate required in September 1982. Please see (independent section). (45804)

## Geography

## Heads of Department

DORSET
LORD WOOBY'S SCHOOL
Sherborne, Dorset
(Group 5 maintained selective upper school for girls 11 - 18)
Re-advertisement
Required from September, Head of Geography to lead a successful expanding department. Advanced level work may be available for a suitable candidate. Applicants must be willing to undertake fieldwork and to play a full part in the pastoral and extra curricular life of the school.
Application form and further details available from the Head at the school (SAE please). (32204) 131222

## Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
QUEBDALE SCHOOL
CRACKLEY to be in charge of General Studies. Secondary, Burnsidian, Scale 2 or 3 (dependent on experience).
Application forms and further details available from the Headmistress (s.a.e. please). Closing date 13th March, 1982. (32134) 131240

DEVON
Please see displayed advertisement on page 53 (33219) 131999

## Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SAUNDERS ROYDS SCHOOL
Stony Rock Lane, Shroggs Park, Halifax
(1150 boys and girls: 450 in sixth)
Required in September a head of History, Scale 2.
Further details available on receipt of a stamped addressed envelope. Apply to Head with full personal details and naming two referees. (32145) 131222

## History

## Heads of Department

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare BS23 4NP
(1450 boys and girls: 480 in sixth)
Required in September a head of History, Scale 2.
Further details available on receipt of a stamped addressed envelope. Apply to Head with full personal details and naming two referees. (32145) 131222

## Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
QUEBDALE SCHOOL
CRACKLEY to be in charge of General Studies. Secondary, Burnsidian, Scale 2 or 3 (dependent on experience).
Application forms and further details available from the Headmistress (s.a.e. please). Closing date 13th March, 1982. (32134) 131240

DEVON
Please see displayed advertisement on page 53 (33219) 131999

## Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SAUNDERS ROYDS SCHOOL
Stony Rock Lane, Shroggs Park, Halifax
(1150 boys and girls: 480 in sixth)
Required in September a head of History, Scale 2.
Further details available on receipt of a stamped addressed envelope. Apply to Head with full personal details and naming two referees. (32145) 131222

## Scale 2 Posts and above

BEDFORDSHIRE
BEDFORD MODERN SCHOOL
(Independent, 1000 boys, 250 in Sixth)
Required for September 1982 a graduate teacher of Economics and Politics to teach throughout the school. Ability to contribute to Economic Studies would be an advantage.
Application forms and further details from the Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT. (32134) 131422

## Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN HIGH SCHOOL
(MIXED SCHOOL)
Dudden Hill Lane, London NW10 1BD
(850 on roll)
Required for September 1982 a graduate teacher of Economics to teach throughout the school. Ability to teach Politics would be an advantage. The successful candidate would be expected to take part in the extra-curricular life of the school.
Application forms and further details can be obtained on receipt of a self-addressed envelope from the Headmaster, Willesden High School, Dudden Hill Lane, London NW10 1BD. (32134) 131422

## English

## Heads of Department

WILTSHIRE
WESTWOOD ST THOMAS C.E. (VOLUNTARY AIDED) SCHOOL
Westwood Road, Salisbury SP4 6HB
Headmaster: R.H. Hood B.Ed.
N.O.R. 1050 mixed
Required for September 1982 a Director of English, to lead a successful and enthusiastic team. The Department is housed in a new block and is well equipped with some help from the Authority's peripatetic service. The Department is looking for someone who can develop specialist rooms and is interested in teaching for C.S.E. and 'A' level. Flourishing 6th form.
Applications are invited from graduates with at least 3 years teaching experience. Salary will be on the Burnham scale according to qualifications and experience.
Further information and application forms from the Headmaster, Westwood St. Thomas C.E. (Voluntary Aided) School, Westwood, Nr. Bradford-on-Avon, Wilts. BA15 2AF. (32134) 131422

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
REQUIRED FOR SEPTEMBER, 1982
MCENTEE SENIOR HIGH SCHOOL, Hale End Road, London, E17 3DP.
Head Teacher of G.P. (Generic Humanities)
HEAD OF GEOGRAPHY - Scale 3 required in this co-educational comprehensive school for 13-18 years (800 on roll).
Experienced teachers are invited to apply for the leadership of this large Department. A majority of the pupils take the subject to fifth year level taking O.C.E. and C.S.E. Examinations. There are small 'A' level classes in the sixth form.
Application form and further particulars from the Head Teacher returnable to the Head Teacher on receipt of s.a.e.
Closing Date: 16th March, 1982. (41280)

## Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
QUEBDALE SCHOOL
CRACKLEY to be in charge of General Studies. Secondary, Burnsidian, Scale 2 or 3 (dependent on experience).
Application forms and further details available from the Headmistress (s.a.e. please). Closing date 13th March, 1982. (32134) 131240

DEVON
Please see displayed advertisement on page 53 (33219) 131999

## Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SAUNDERS ROYDS SCHOOL
Stony Rock Lane, Shroggs Park, Halifax
(1150 boys and girls: 480 in sixth)
Required in September a head of History, Scale 2.
Further details available on receipt of a stamped addressed envelope. Apply to Head with full personal details and naming two referees. (32145) 131222

## Scale 2 Posts and above

BEDFORDSHIRE
BEDFORD MODERN SCHOOL
(Independent, 1000 boys, 250 in Sixth)
Required for September 1982 a graduate teacher of Economics and Politics to teach throughout the school. Ability to contribute to Economic Studies would be an advantage.
Application forms and further details from the Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT. (32134) 131422

## Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN HIGH SCHOOL
(MIXED SCHOOL)
Dudden Hill Lane, London NW10 1BD
(850 on roll)
Required for September 1982 a graduate teacher of Economics to teach throughout the school. Ability to teach Politics would be an advantage. The successful candidate would be expected to take part in the extra-curricular life of the school.
Application forms and further details can be obtained on receipt of a self-addressed envelope from the Headmaster, Willesden High School, Dudden Hill Lane, London NW10 1BD. (32134) 131422

## English

## Heads of Department

WILTSHIRE
WESTWOOD ST THOMAS C.E. (VOLUNTARY AIDED) SCHOOL
Westwood Road, Salisbury SP4 6HB
Headmaster: R.H. Hood B.Ed.
N.O.R. 1050 mixed
Required for September 1982 a Director of English, to lead a successful and enthusiastic team. The Department is housed in a new block and is well equipped with some help from the Authority's peripatetic service. The Department is looking for someone who can develop specialist rooms and is interested in teaching for C.S.E. and 'A' level. Flourishing 6th form.
Applications are invited from graduates with at least 3 years teaching experience. Salary will be on the Burnham scale according to qualifications and experience.
Further information and application forms from the Headmaster, Westwood St. Thomas C.E. (Voluntary Aided) School, Westwood, Nr. Bradford-on-Avon, Wilts. BA15 2AF. (32134) 131422

## Scale 2 Posts and above

DERBYSHIRE
CHESTERFIELD SCHOOL
Chesterfield
Chesterfield 70 (1st & 2nd Forms)
N.O.R. 1200 (1st & 2nd Forms)
13 - 18 Senior High School
For September 1982 a Head of English for this 13–18 School. Good work in all fields.
Letters of application with curriculum vitae (details of present salary) to the Head (SAE please). Closing date 15th March. (32134) 131422



SECONDARY ENGLISH
continued

ISLE OF MAN
BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational
Comprehensive 11 - 18 600 on roll)
Required for September, 1982 a Teacher of English, to teach throughout the school ability to assist with Drama/Speech would be an advantage.
Application forms and further details can be obtained on receipt of a self-addressed envelope from the Headmaster, Queen Elizabeth II High School, Douglas Road, Peel, Isle of Man to whom completed forms should be returned by 8th March, 1982. (32027) 131422

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
Co-educational
Comprehensive 14 - 18: 900 on roll)
Required for September, 1982 a Teacher of English, mainly to 'A' level, to share the work of the department up to Scale 3.
Application forms and further details can be obtained on receipt of a self-addressed envelope from the Headmaster, Douglas High School, Douglas, Isle of Man to whom completed forms should be returned by 8th March, 1982. (32058) 131422

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
PONTYCLUN COMPREHENSIVE SCHOOL
Required for September, 1982 Scale 1 post for a graduate (preferably Good Honours) teacher of English, to teach the subject to G.C.E. 'O' and 'A' level. Ability to teach Drama/Debating would be an additional recommendation. Scale 1.
Application forms may be returned by 10th March, 1982. Completed application form, curriculum vitae and quoting three referees, should be sent to the Headmaster, Pontyclun Comprehensive School, Talbot Road, Pontyclun, Mid Glamorgan CF7 8EP. (32134) 131422

NORTHAMPTONSHIRE
HIGHAM FERRERS, THE FERRERS SCHOOL
Queensway, Higham Ferrers, Northants
New Co-educational Comprehensive School 11 - 18
Required for September 1982 a Teacher for Business Studies to serve in the subject in this new School, initially up to 'O' level, but with provision for the subject to be developed to 'A' level as soon as numbers warrant. An interest in Computer Studies/Physical Education would be helpful.
Application forms and further details can be obtained on receipt of a self-addressed foolscap envelope from the Headmaster, Queen Elizabeth II High School, Douglas, Isle of Man, to whom completed forms should be returned by Monday, 15th March, 1982. (32027) 131828

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
REQUIRED FOR SEPTEMBER, 1982
MCENTEE SENIOR HIGH SCHOOL, Hale End Road, London, E17 3DP.
Head Teacher of G.P. (Generic Humanities)
HEAD OF GEOGRAPHY - Scale 3 required in this co-educational comprehensive school for 13-18 years (800 on roll).
Experienced teachers are invited to apply for the leadership of this large Department. A majority of the pupils take the subject to fifth year level taking O.C.E. and C.S.E. Examinations. There are small 'A' level classes in the sixth form.
Application form and further particulars from the Head Teacher returnable to the Head Teacher on receipt of s.a.e.
Closing Date: 16th March, 1982. (41280)

## Scale 2 Posts and above

DORSET
THE PURBECK SCHOOL
Wareham Road, Wareham
Comprehensive
Co-educational, 13 - 18 1400 on roll)
Required September: Geography specialist to teach to CSE and O level. Possibility of A level work for suitably qualified candidate. Scale 2.
Further details and application forms (foolscap sae please) from Headmaster. (41265) 132422

SURREY
GUILDFORD HIGH SCHOOL
ENGLISH Honours graduate required in September 1982. Please see (independent section). (45804)

## Geography

## Heads of Department

DORSET
LORD WOOBY'S SCHOOL
Sherborne, Dorset
(Group 5 maintained selective upper school for girls 11 - 18)
Re-advertisement
Required from September, Head of Geography to lead a successful expanding department. Advanced level work may be available for a suitable candidate. Applicants must be willing to undertake fieldwork and to play a full part in the pastoral and extra curricular life of the school.
Application form and further details available from the Head at the school (SAE please). (32204) 131222

CROYDON
LONDON BOROUGH OF CROYDON
ARCHBISHOP TENISON'S C. OF E.
Selsdowne Road, Croydon, Surrey CR0 5JD
Tel: 01-688 4014
Tenable: 19 April 1982
Required for the Summer Term a temporary Head of Geography. The post is to be taught at all levels in the school to University Entrance.
SALARY - Burnham Scale 1 with London Area Allowance.
Please send S A E for application form from and returnable to the Head Teacher at the above address as soon as possible. (32145) 131222

## History

## Heads of Department

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare BS23 4NP
(1450 boys and girls: 480 in sixth)
Required in September a head of History, Scale 2.
Further details available on receipt of a stamped addressed envelope. Apply to Head with full personal details and naming two referees. (32145) 131222

CAMBRIDGESHIRE
HUNTINGDON AREA
HINCHINGBROOKE SCHOOL
Brampton Road, Huntingdon, PE18 8NP
Required for September 1982 to join department in this fully developed mixed 11-18 comprehensive situated in an outstanding setting, serving part of Huntingdon and the town of Godmanchester. 1820 pupils with 380 in the sixth form, including a 6th Form College in Hinchingbrooke House. Opportunity for the Deputy Head of Department which currently has two full-time members of staff. Teaching post will also be vacant in September.
Apply by letter giving experience, qualifications, scales and the names of two referees to the Headmaster. Full details available on receipt of s.a.e. (41215) 132618

## Scale 2 Posts and above

ESSEX
ST. HELENA ROMANES SCHOOL
(Girls' 11-18)
Parsonage Downs, Dunmow, Essex
Tel: Great Dunmow 6666
DIRECTOR OF EXPERIENCE
TEACHER Scale 2
Experienced Teacher of History and Economics teaching both subjects to University entrance; responsibility for history resources and economics. Rural school midway London/Cambridge.
Further details available from the Headteacher (SAE and s.a.e. please). (41358) 132620

MIDDLESEX
HAMPTON SCHOOL
(Boys' 11-18 Mixed, 1140 Boys in 840 in Sixth Form)
Required for September 1982, graduate to teach throughout the school. Scale 2 post for Biology. Ability to teach Physics and other plus outer London and Hampton allowances.
Further information available. Application with full details and names of two referees to the Headmaster, Hampton School, Hanworth Road, Hampton, Middx. TW12 3HD. (32082) 130600

WEST SUSSEX
SOUTHERN AREA
ST. PHILIP HOWARD CATHOLIC HIGH SCHOOL
Goring Street, Worthing.
(11-16 Mixed Comprehensive 600 pupils)
Required September 1982, Scale 2, HEAD OF HISTORY. Scale 2.
A committed teacher is required to lead the History Department. Interest in Economics and Business Studies an advantage.
Further details and application form from the Headmaster. (32158) 131220

WARWICKSHIRE
ALCESTER SCHOOL
Shelley Avenue, Warwick, CV34 6LA
(11-16, 15 - 18 comprehensive, 900 on roll)
Required September 1982, a well qualified teacher of Geography. Scale 1 to join a very successful expanding department. Advanced level work may be available for a suitable candidate. Applicants must be willing to undertake fieldwork and to play a full part in the pastoral and extra curricular life of the school.
Application form and further details available from the Head at the school (SAE please). (32204) 131222

## Scale 2 Posts and above

ESSEX
ST. HELENA ROMANES SCHOOL
(Girls' 11-18)
Parsonage Downs, Dunmow, Essex
Tel: Great Dunmow 6666
DIRECTOR OF EXPERIENCE
TEACHER Scale 2
Experienced Teacher of History and Economics teaching both subjects to University entrance; responsibility for history resources and economics. Rural school midway London/Cambridge.
Further details available from the Headteacher (SAE and s.a.e. please). (41358) 132620

MIDDLESEX
HAMPTON SCHOOL
(Boys' 11-18 Mixed, 1140 Boys in 840 in Sixth Form)
Required for September 1982, graduate to teach throughout the school. Scale 2 post for Biology. Ability to teach Physics and other plus outer London and Hampton allowances.
Further information available. Application with full details and names of two referees to the Headmaster, Hampton School, Hanworth Road, Hampton, Middx. TW12 3HD. (32082) 130600

WEST SUSSEX
SOUTHERN AREA
ST. PHILIP HOWARD CATHOLIC HIGH SCHOOL
Goring Street, Worthing.
(11-16 Mixed Comprehensive 600 pupils)
Required September 1982, Scale 2, HEAD OF HISTORY. Scale 2.
A committed teacher is required to lead the History Department. Interest in Economics and Business Studies an advantage.
Further details and application form from the Headmaster. (32158) 131220

## Scale 1 Posts

DEVON
Please see displayed advertisement on page 53 (33219) 131999

## Home Economics

## Heads of Department

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
BALDERSTONE UPPER Queen Victoria Street, Rochdale
Tel Rochdale 49049
Required for September 1982 a HEAD OF DEPARTMENT FOR HOME ECONOMICS - SCALE 3. The Department has well established courses in nutrition and Cookery, Needlework and Textiles up to 'O' level (16th). Courses are offered at level 16+ and 'O' and 'A' level. The Department is housed in a modern suite of rooms. This is a challenging post as there is ample scope for curriculum development. The successful candidate will have experience in a similar department and proven academic experience to 'A' level.
Application forms available from the Headteacher at the school to whom they should be returned by 16th March 1982. (41284) 132019

OXFORDSHIRE
COUNTY COUNCIL
PEERS SCHOOL
Oxford OX2 8JY
Mixed Upper School of 1100 Pupils with 170 in the 6th Form
Required for September to be Head of

### SECONDARY HOME ECONOMICS
continued

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
HOO ST WERBURGH
SCHOOL
Hoo, Rochester, Kent
Co-educational 1200 pupils
Applications are invited from well qualified teachers for the post of Head of HOME ECONOMICS at this Upper Comprehensive School. Excellent facilities. This is a 'B' post.
Letters of application, with the names of two referees, to be forwarded to the Headmaster. (33347) 133018

## Scale 1 Posts

**BEDFORDSHIRE**

NORTHERN AREA
The Samuel Whitbread Upper (13-18) School, Shefford
Road, Clifton, Shefford, Beds.
Headmaster: Mr. K.S. Boddington
Telephone: Hitchin 813798
Required for 1 May 1982 a temporary qualified teacher of Home Economics Scale 1.
The post involves teaching Home Economics at all levels throughout the school and a Child Development course in the main school. This is a temporary post for one term until August 1982.
Application forms and further details from the Headmaster (SAE please) (4135) 133022

**GHANA**

NEEDLEWORK/HOMECRAFT TEACHER
A Volunteer is required to teach Needlework & Homecraft from August 1982 for 2 years. Qualified teachers preferred but suitable candidates with relevant qualifications acceptable.
For more information, write Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square South, London SW1X 8PW. (S.A.E. appreciated). (4184) 133092

**ISLE OF MAN**

BOARD OF EDUCATION
GOVERNMENT HIGH SCHOOL
(Co-educational
Comprehensive 14 - 18; 900 on roll)
Required for September, 1982, Assistant teacher (Scale 1) to teach Economics to share the work of the department up to 'O' Level. The ability to teach some Child Care would be a recommendation.
Application forms and further details can be obtained on receipt of a self-addressed envelope from the Headmaster, Douglas, Isle of Man to whom completed forms should be returned by Monday, 15th March. (35511) 133028

**LONDON S.W.15**

PUTNEY HIGH SCHOOL
GPDST
Queensmere, Wimbledon Spur
Co-educational 1200 pupils
Applications are invited from well qualified teachers for the post of Head of HOME ECONOMICS at this Upper Comprehensive School. Excellent facilities. This is a 'B' post.
Letters of application, with the names of two referees, to be forwarded to the Headmistress. (33347) 133018

**NORTHAMPTONSHIRE**

HIGHAM FERRERS, THE FERRERS SCHOOL
Queensway, Higham Ferrers, Northants
New Co-educational Comprehensive School 11 - 18
Required for September 1982 a teacher of Home Economics Scale 1 for this growing purpose built High School which opened in September 1982 and is building up to the 3rd year at present.
A person is sought who can contribute to the development of modern courses including Child Care. Ability to teach another subject at 'O' level initially preferable. In due course Head of Department duties would be an advantage.
The Home Economics department has a well equipped specialist suite and is part of the Faculty of Science and Design.
Further details and application form available from the Headmistress (SAE please). Closing date 16th March, 1982. (35269) 133026

**SRI LANKA**

COOKING/HOME SCIENCE TEACHER
A volunteer is required for this post with cooking experience and the necessary knowhow to pass on her skills. Child Care and First Aid are important aspects of this job.
For more information, write to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square South, London SW1X 8PW. (S.A.E. appreciated). (4129) 133022

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest.
REQUIRED FOR SEPTEMBER 1982
CONNAUGHT HIGH SCHOOL
Connaught Road, London, E11
Head Teacher: Mrs. P.B. Brown
NEEDLEWORK/COOKERY TEACHER SCALE 1 required for this 11-18 Comprehensive High School for pupils aged 11-14 years (540 on roll) for basic Needlework with some Cookery. Own specialist room, fully equipped. Probationary teacher welcomed.
Application form and further details available from, and returnable to the Head Teacher on receipt of a stamped addressed envelope.
Closing date 14th March, 1982. (4121) 133022

**RICHMOND UPON THAMES**

LONDON BOROUGH OF RICHMOND UPON THAMES
WALDEGRAVE SCHOOL FOR BOYS
Fifth Cross Road, Twickenham, Middlesex TW2 5LR
(11 - 16 Comprehensive)
HOME ECONOMICS
A temporary teacher of Home Economics is required from 26th April 1982, probably for one term only.
Please apply by letter to the Headmistress as the school. (33170) 133093

## Humanities

## Scale 2 Posts and above

**BUCKINGHAMSHIRE**

MILTON KEYNES DIVISION
CUSEDALE SCHOOL
Eaglestone, Walnut Pannell, MK10 6BJ
(Mixed Comprehensive - approximately 1450 on roll)
Required for September 1982, a teacher to be in charge of General Studies, to lead a team of teachers running a one-year course for all 4th and 5th form pupils of all abilities and to develop the General Studies programme for the 6th form. Suitable candidate will have a flexible attitude and be willing to develop the new style of General Studies course. Experience of non-examination courses for 6th form pupils of all abilities and to develop a Careers Education programme. Some science/economic background desirable. Full use of the new style 6th form facilities with removal expenses and housing in Milton Keynes. Salary scale and there is a wide range of housing to suit all types of income.
Application forms available from the Headteacher, Mr. R. Cole BA, on receipt of a foolscap size stamped addressed envelope. (33350) 133020

**BUCKINGHAMSHIRE**

MILTON KEYNES DIVISION
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Rathbone Drive, Loughton, Milton Keynes MK6 5EP
Required for September 1982, a lively and enthusiastic teacher to lead a team of Senior staff in the Humanities department. To plan courses of essential work for all pupils from the present 5th year through to Upper 6th Scale 3.
This comprehensive school opened in 1979 as new build on this campus and in 1982 will have 1400 pupils 12 - 18 years. It is expected that within a few years it will be a 6-form entry. It has excellent facilities for pupils and developing community involvement.
Application forms and further details available from the Headmaster Mr. A.K. Harrison B.Sc., on receipt of foolscap stamped addressed envelope.
Assistance with removal expenses normally granted. Housing may be available in approved cases and there is a wide range of housing to buy in the area. (33429) 133030

**BEDFORDSHIRE**

HASTINGS V.A. UPPER SCHOOL
Dunstable Road, Caddington, Luton
Headmaster: Mr G. Kellett.
NQT 1070, 170 in Sixth Form. Required for September 1982 for this expanding 11-18 comprehensive Upper School in purpose built accommodation in a semi-rural location (Scale 3 according to experience). Duties to include responsibility for the Careers Department. Scale 3 is in very short supply and applications from teachers with experience of taking Careers Education courses in the sixth form are particularly welcomed. Ability to take CSE 'A' level and Certificate of Extended Studies courses in addition to 'O' level and CSE would be an advantage. Attractive style-just over the new city of Milton Keynes. Removal expenses and housing is available and there is a wide range of housing to buy in the area and there is a wide range of housing to buy in the area.
Application forms and further details from the Headmaster, Mr. G. Kellett, to whom completed forms should be returned by 9th March.

**Harrow Education**

## Mathematics

## Heads of Department

**DERBYSHIRE**

NETHERTHORPE SCHOOL
Staveley, Chesterfield, S43 3PU
Co-educational Comprehensive School
(11 - 18 N.O.R. 683)
For September, Head of Mathematics. (Scale 4). To organise the teaching of Mathematics throughout the School up to 'A' and 'S' levels. An interest in Computer Studies would be an advantage.
Applications (no forms) to the Headmistress at the School, including the names of two referees and 'A' & 'O' passes. (33454) 133418

**ESSEX**

CASTLETHORNE
ANGLO-EUROPEAN SCHOOL
Willow Green, Ingatestone, Essex CM4 0DS
Tel: Ingatestone 4261
DEPARTMENT OF MATHEMATICS AND COMPUTER STUDIES
Senior teacher Scale + 2 + responsibility allowance £413
Graduate required April/September for Chairman of the Department of seven teachers covering introduction of Computer Studies and teaching all ages and abilities. A large sixth form development (1982 first A level students with G.C.E. 'A' and 'O' level and Int. Bac. courses).
Curriculum vitae and names of referees to the Headteacher (foolscap s.a.e. for details).
BELFAIRS HIGH SCHOOL FOR BOYS
(Roll 840, 11-18)
Highlands Boulevard, Leigh-on-Sea, SS9 3TG.
Tel: Southend 74466
HEAD OF MATHEMATICS
Scale 4
Required September, graduate with good teaching experience. Courses to C.S.E., 'O' and 'A' levels. Closing date: 15th March 1982.
Apply to Headmaster for application forms and details (foolscap s.a.e. please). (413662) 133418

**SURREY**

COUNTY COUNCIL
BISHOP FOX SCHOOL
13-16 Mixed Comprehensive
Walton Road, West Molesey, Surrey
Tel: 01-979 8334.
Head of Mathematics Scale 4. The successful candidate will have ample opportunity to show initiative and flair. Department work with computer assisted learning will be an important element.
Phone Headmaster for further details or apply giving full relevant details and names of referees on curriculum vitae to the Department. (33361) 133418

**ROTHERHAM**

METROPOLITAN OF ROTHERHAM
DEPARTMENT OF EDUCATION
THOMAS ROTHERHAM COLLEGE
Co-educational 5th Form
College, 1,200 on roll
Required for September 1982, Scale 3
MATHEMATICS
Good honours graduate required. Mathematics is one of the major subjects in the very popular, six different courses which are studied and is offered and taken by over 300 students in the 3-level system. Further details available from Mr. G. Bringloe, Tel. Rotherham 560 (0709).
Closing Date: 2nd March 1982.
Applications by letter to the Principal, Thomas Rotherham College, Moorgate Road, Rotherham S60 2HB.
W.H. Mugglestone, Director of Personnel Resources. (33343) 133418

## Scale 2 Posts and above

**AVON**

EDUCATION COMMITTEE
BRISTOL VALLEY SCHOOL
Upper Meadow, Bristol
1000 Mixed Comprehensive 11 - 18
Required for September 1982 a Graduate Mathematician, Scale 2/3, to teach Maths and Computer Studies. Traditional Maths syllabus taught up to Oxbridge entrance and Computer Studies introduced to level. An opportunity to work in a very successful and expanding unit. The school stands in the heart of the countryside overlooking Chew Valley Lake and is within easy reach of Bristol and Bath.
Application forms and further details from the Headmaster, Mr. J. Hall, on receipt of a foolscap stamped addressed envelope. (33354) 133420

**BEDFORDSHIRE**

HASTINGS V.A. UPPER SCHOOL
Dunstable Road, Caddington, Luton
Headmaster: Mr G. Kellett.
NQT 1070, 170 in Sixth Form. Required for September 1982 for this expanding 11-18 comprehensive Upper School in purpose built accommodation in a semi-rural location (Scale 3 according to experience). Duties to include responsibility for the Careers Department. Scale 3 is in very short supply and applications from teachers with experience of taking Careers Education courses in the sixth form are particularly welcomed. Ability to take CSE 'A' level and Certificate of Extended Studies courses in addition to 'O' level and CSE would be an advantage. Attractive style-just over the new city of Milton Keynes. Removal expenses and housing is available and there is a wide range of housing to buy in the area and there is a wide range of housing to buy in the area.
Application forms and further details from the Headmaster, Mr. G. Kellett, to whom completed forms should be returned by 9th March.

**Harrow Education**

**DONCASTER**

HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY
(13 - 16 Mixed Comprehensive)
Telephone: Doncaster 885811
Headmaster: T. Hughes BA
Required for September 1982 teacher of Mathematics. Scale 2. To organise the teaching of Mathematics throughout the School up to 'A' and 'S' levels. An interest in Computer Studies would be an advantage.
Applications (no forms) to the Headmistress at the School, including the names of two referees and 'A' & 'O' passes. (33454) 133418

**ESSEX**

CASTLETHORNE
ANGLO-EUROPEAN SCHOOL
Willow Green, Ingatestone, Essex CM4 0DS
Tel: Ingatestone 4261
DEPARTMENT OF MATHEMATICS AND COMPUTER STUDIES
Senior teacher Scale + prime allowance £413
Graduate required April/September for Chairman of the Department of seven teachers covering introduction of Computer Studies and teaching all ages and abilities. A large sixth form development (1982 first A level students with G.C.E. 'A' and 'O' level and Int. Bac. courses).
Curriculum vitae and names of referees to the Headteacher (foolscap s.a.e. for details).
BELFAIRS HIGH SCHOOL FOR BOYS
(Roll 840, 11-18)
Highlands Boulevard, Leigh-on-Sea, SS9 3TG.
Tel: Southend 74466
HEAD OF MATHEMATICS
Scale 4
Required September, graduate with good teaching experience. Courses to C.S.E., 'O' and 'A' levels. Closing date: 15th March 1982.
Apply to Headmaster for application forms and details (foolscap s.a.e. please). (413662) 133418

**SURREY**

COUNTY COUNCIL
BISHOP FOX SCHOOL
13-16 Mixed Comprehensive
Walton Road, West Molesey, Surrey
Tel: 01-979 8334.
Head of Mathematics Scale 4. The successful candidate will have ample opportunity to show initiative and flair. Department work with computer assisted learning will be an important element.
Phone Headmaster for further details or apply giving full relevant details and names of referees on curriculum vitae to the Department. (33361) 133418

**ROTHERHAM**

METROPOLITAN OF ROTHERHAM
DEPARTMENT OF EDUCATION
THOMAS ROTHERHAM COLLEGE
Co-educational 5th Form College, 1,200 on roll
Required for September 1982, Scale 3
MATHEMATICS
Good honours graduate required. Mathematics is one of the major subjects in the very popular, six different courses which are studied and is offered and taken by over 300 students in the 3-level system. Further details available from Mr. G. Bringloe, Tel. Rotherham 560 (0709).
Closing Date: 2nd March 1982.
Applications by letter to the Principal, Thomas Rotherham College, Moorgate Road, Rotherham S60 2HB.
W.H. Mugglestone, Director of Personnel Resources. (33343) 133418

## Scale 1 Posts

**AVON**

EDUCATION COMMITTEE
BRISLINGTON SCHOOL
Bunsgrove Road, Bristol, BS4 8NT
Telephone: Bristol (0272) 772451
Mixed Comprehensive - 60 forms - outskirts of Bristol.
Required for September 1982 a specialist Mathematics teacher to join a team which will work partly in the mathematics laboratory and partly in the normal classroom. Some knowledge of computer studies would be an advantage. Scale 1 with responsibility allowance for the right candidate.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headmaster enclosing a curriculum vitae and names of two referees. (33355) 133420

**AVON COUNTY**

CHIPPING SODBURY SCHOOL
Chipping Road, Chipping Sodbury, Nr. Bristol
Tel: (0454) 312661
Comprehensive 11 - 18
Required for September, 1982 a graduate Mathematics teacher (Scale 1) capable of teaching Mathematics to all ages and ability ranges up to 'A' level.
Further details and application forms from the Headmaster.
(33358) 133420

**BERKSHIRE**

ST CROSS SCHOOL
Broadmoor Road, Crowthorne, RG11 7DD
Required for September 1982 a teacher of MATHEMATICS (Scale 1) to join a lively and successful department in this well-established boys' comprehensive school.
Apply to the Headmaster at the address above. Closing date: March 12. (33361) 133418

**CUMBRIA**

COUNTY COUNCIL
SCHOOLS BRANCH
Main Street, Keswick
Mixed Secondary and Comprehensive School 11-18
Required in September, 1982 a teacher of Mathematics to take responsibility for the teaching of mathematics throughout the school and to have a share of Sixth Form work. This post is tenable with that of a residential accommodation.
Applications in writing to the Headmaster, and if unable to attend for interview, by letter.
Letter of application should be submitted on receipt of this advertisement. (33344) 133422

**DONCASTER**

MEXBOROUGH SCHOOL
Maple Road, Mexborough, South Yorkshire S64 9HH
Telephone: Mexborough 583458
Required for 19th April 1982 a teacher of Mathematics Scale 1 to join a lively and successful department. Work is available in all levels including 'A' level. Suitable qualified applicant
Applications in writing to the Head Teacher at the above address, or telephone for an informal discussion.
(33422) 133422

**ESSEX**

ST MARTINS SCHOOL
Holt Drive
Hainault Hill Lane, Bolton, Brentwood
Tel: Ongar 2627650.
TEACHER OF MATHEMATICS Scale 1 + 1 prime allowance £413
Required for September to join highly successful department. Ability to teach 'A' level essential.
Curriculum Vitae and names of referees to Headteacher (foolscap s.a.e. please).
MEOLE WATER SCHOOL
(Roll 1164)
Newport Road, Brentwood, Essex CM14 8QJ
Tel: Brentwood (0277) 220818.
MATHEMATICS Scale 1, 1 + 1 prime allowance £413
Required for September as soon as possible, graduate preferred.
Application forms and further particulars from Head of School to whom completed forms should be returned (foolscap s.a.e. please). (413421) 133422

**HAMPSHIRE**

BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke, RG21 3JA
Telephone: Basingstoke 50681
An 11-18 Comprehensive (approved 1975 N.O.R. 980)
Required September, 1982
Scale 2/3
Teacher of Mathematics (A.M.T.A. to join first class department in modern purpose built accommodation
Application by letter to Headteacher with N.A.E. (Basingstoke) for details. Visits welcome. (33416) 133422

**HAVERING**

LONDON BOROUGH OF HAVERING
HAVERING SCHOOL
Main Road, Romford, Essex RM12 5XX
Telephone: Hornchurch 44431
Required September 1982, A graduate mathematician to teach mathematics to all levels in large departmental offering a wide range of work in this university entrance examination school. Applicants should have a full curriculum vitae and be sent to the Headteacher, Lionel Jones BSc, Havering School, Main Road, Romford, Essex RM12 5XX by the 12th March, 1982. (33444) 133422

**KIRKLEES**

MOUNTAIN GROUP H.S.
(Mid Yorkshire M.H.D.)
Mr Dennis Hale, Almondbury, Huddersfield HD4 6SG
Tel: Huddersfield 20124
Required for September 1982 at this 13 - 18 Comprehensive for MATHEMATICS to join a lively team. Scale 1 + responsibility allowance.
Application forms (s.a.e. please) from the Headteacher to whom completed forms should be returned by 8th March. (33415) 133420

**NORTHAMPTONSHIRE**

TOWCESTER SPONNE SCHOOL
Brackley Road, Towcester, Northants
Required for September in this 11-18 comprehensive school of 750 pupils including 120 in the sixth form, a graduate mathematics teacher to be responsible for all courses in the subject. Ten years teaching load can be adjusted between lower school, examination and non-examination classes according to the interests and successful applicant's experience and qualifications, and there will be a opportunity for work up to Advanced Level, including Statistics, if required. The school is situated in a pleasant rural area of South Northamptonshire.
Further details and application form available from Headmaster's Secretary (foolscap s.a.e. please). (33353) 133420

**SHROPSHIRE**

EDUCATION COMMITTEE
BRIDGNORTH SCHOOL
Bridgnorth, Shropshire WV15 5NE
Required for September 1982 two teachers to teach at this fine comprehensive School.
Boys. Age range 11 - 16.
Teacher to be responsible for the teaching of mathematics throughout the school.
Teacher to be responsible for the teaching of physical sciences throughout the school.
A Scale 2 post is available for a suitable applicant, for one of the above posts. It is essential that applicants are prepared to make a positive contribution in the wide range of extra curricular activities at this 6-form entry school. Extensive duty allowances are available. Application forms from the Headmaster (S.A.E. please). 133420

**CALDERDALE**

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
RYBURN VALLEY HIGH SCHOOL
Mixed
St. Peters Avenue, Sowerby Bridge, HX6 3EW
Required for August, 1982 in this progressive and expanding educational comprehensive school, a teacher of MATHEMATICS (Scale 2) to take responsibility for the teaching and development of computer studies throughout the school. This department will acquire its own computer suite in the new building which is now under construction.
Application forms and further details obtainable from the Headteacher to whom completed forms should be returned by 8th March, 1982. (33315) 133420

## Scale 1 Posts

**AVON COUNTY**

BRISLINGTON SCHOOL
Bunsgrove Road, Bristol, BS4 8NT
Telephone: Bristol (0272) 772451
Mixed Comprehensive - 60 forms - outskirts of Bristol.
Required for September 1982 a specialist Mathematics teacher to join a team which will work partly in the mathematics laboratory and partly in the normal classroom. Some knowledge of computer studies would be an advantage. Scale 1 with responsibility allowance for the right candidate.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headmaster enclosing a curriculum vitae and names of two referees. (33355) 133420

**AVON COUNTY**

CHIPPING SODBURY SCHOOL
Chipping Road, Chipping Sodbury, Nr. Bristol
Tel: (0454) 312661
Comprehensive 11 - 18
Required for September, 1982 a graduate Mathematics teacher (Scale 1) capable of teaching Mathematics to all ages and ability ranges up to 'A' level.
Further details and application forms from the Headmaster.
(33358) 133420

**BERKSHIRE**

ST CROSS SCHOOL
Broadmoor Road, Crowthorne, RG11 7DD
Required for September 1982 a teacher of MATHEMATICS (Scale 1) to join a lively and successful department in this well-established boys' comprehensive school.
Apply to the Headmaster at the address above. Closing date: March 12. (33361) 133418

**CUMBRIA**

COUNTY COUNCIL
SCHOOLS BRANCH
Main Street, Keswick
Mixed Secondary and Comprehensive School 11-18
Required in September, 1982 a teacher of Mathematics to take responsibility for the teaching of mathematics throughout the school and to have a share of Sixth Form work. This post is tenable with that of a residential accommodation.
Applications in writing to the Headmaster, and if unable to attend for interview, by letter.
Letter of application should be submitted on receipt of this advertisement. (33344) 133422

**DEVON**

Please see display on page 55

**ISLE OF MAN**

BOARD OF EDUCATION
ST ANNE'S HIGH SCHOOL FOR GIRLS
(Co-educational Comprehensive 11 - 18 on roll)
Required for September 1982, a Teacher of Mathematics (Scale 1) to contribute towards the development of Computer Studies throughout the School. Applicants should be willing to take responsibility for the teaching of Computer Studies to 'O' level and C.S.E. Mode 3.
Application forms and further details from the Headmistress (S.A.E. please). (33343) 133422

**ISLE OF MAN**

BOARD OF EDUCATION
BALLAKERMEEN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18 on roll)
REQUIRED FOR September, 1982
MATHEMATICS, temporary teacher (Scale 1) to cover maternity leave.
Graduate specialist in Mathematics required to teach pupils, generally of 'A' level, in the 14 - 18 age range. Duties will include the supervision of 7 full time members of staff and 4 part time members and rooms and is supervised by a Head of Mathematics.
Application forms and further particulars may be obtained from the Headteacher to whom completed forms should be returned by 22nd March, 1982. (33353) 133422

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
HAWLEY SCHOOL
HAWLEY ROAD, DARTFORD
Telephone: Dartford 23456
Comprehensive 11 - 18 (1,200 on roll)
Required for September 1982, a Mathematics teacher (Scale 1) to join a team of 9 teachers in this expanding comprehensive school of 1080 pupils (6th form). Outer London Allowance is payable.
Further details and application forms are available from the Headteacher at the school, to whom completed forms should be returned as soon as possible. The successful candidate will be required to take up duty as soon as possible after the closing date and apply range. (33348) 133423

**SOUTH GLAMORGAN**

UNITED WORLD COLLEGE OF THE ATLANTIC
Two graduate teachers required - see display item in Teachers, Overseas Appointments Section. (33366) 133422

**WAKEFIELD**

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
CROFTON SCHOOL
MIXED COMPREHENSIVE
N.O.R. 1500
Required for September, 1982, or earlier if possible, a teacher of Mathematics (Scale 1) to teach mainly boys. Applicants should be willing to take part in the extra-curricular activities of the school. Duties to commence as soon as possible after appointment.
Application forms and further details available on receipt of a stamped addressed envelope from the Chief Education Officer, Education Department, 8 Bond Street, Wakefield. Completed forms should be returned within 14 days of the date of this advertisement. (33357) 133422

**CALDERDALE**

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
RYBURN VALLEY HIGH SCHOOL
St. Peters Avenue, Sowerby Bridge, HX6 3EW
Required from August 1982 for one year only in this developing 11 - 18 comprehensive school, temporary teacher (Scale 1) of MATHEMATICS (Scale 1) for an expanding mathematics department. Flexibility in teaching, including Sixth Form work, is a valuable asset.
Application forms and further particulars obtainable from the Headmaster (s.a.e. foolscap please) to whom completed forms should be returned by 8th March, 1982. (33315) 133420

**OXFORDSHIRE**

COUNTY COUNCIL
WOOTTON PARK SCHOOL
Wootton, Oxford, OX8 1DP
Comprehensive 11 - 18
1000 roll
Part-time (approximately two-thirds of a full time post) TEACHER OF MATHEMATICS required from September, 1982, to contribute throughout the School up to university entrance standard.
Applications in writing to the Head Mistress with full curriculum vitae and the names and addresses of two referees. (33343) 133422

**POWYS**

COUNTY COUNCIL
EDUCATION DEPARTMENT
JOHN BEDDES SCHOOL
Mixed Comprehensive 11-18 : 700 pupils
Required for 1st September 1982, or earlier, a MATHEMATICS Graduate to teach Mathematics throughout the school. A graduate is sought who has obtained a Teaching Advanced Level qualification or is prepared to study for it part time. An opportunity of 'S' level work. An application for Mathematics Studies would be an advantage. A Scale 2 post may be available for a suitably qualified and experienced graduate. Further details and application forms and further particulars obtainable from the Headmaster (s.a.e. foolscap please) to whom completed forms should be returned by 11th March, 1982. (33353) 133422

**REDBRIDGE**

LONDON BOROUGH OF REDBRIDGE
REAL HIGH SCHOOL
Woodford Avenue, Ilford, IG4 5LP
Redbridge, Ilford, IG4 5LP
Telephone: 01-550 2735
Head: M.J. Manuel, M.A.
Required for September 1982 a Mathematician (Scale 1) to join a flourishing Mathematics department in a comprehensive school of 1080 pupils (6th form). Outer London Allowance is payable.
Further details and application forms are available from the Headteacher at the school, to whom completed forms should be returned as soon as possible. The successful candidate will be required to take up duty as soon as possible after the closing date and apply range. (33348) 133423

**WAKEFIELD**

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
CROFTON SCHOOL
MIXED COMPREHENSIVE
N.O.R. 1500
Required for September, 1982, or earlier if possible, a teacher of Mathematics (Scale 1) to teach mainly boys. Applicants should be willing to take part in the extra-curricular activities of the school. Duties to commence as soon as possible after appointment.
Application forms and further details available on receipt of a stamped addressed envelope from the Chief Education Officer, Education Department, 8 Bond Street, Wakefield. Completed forms should be returned within 14 days of the date of this advertisement. (33357) 133422

**LINCOLNSHIRE**

QUEEN ELIZABETH'S GRAMMAR SCHOOL
Station Road, Alford
(Group 8 roll 554)
Required for September 1982 a teacher of MODERN LANGUAGES (French and German) keen to develop courses to GCE 'A' level. Scale 1 or 2 depending upon qualifications and experience.
Application forms and further details from the Headmaster to whom completed forms should be returned by 8th March 1982. (33347) 133420

**WILTSHIRE**

WILTSHIRE COLLEGES
CHIPPENHAM TECHNICAL COLLEGE
Lecturer Grade 1 to teach Mathematics to the Less Able.
Please look under "Further Education Section". (33342) 133423

## Modern Languages

## Heads of Department

Teach on Exchange inEurope. See overseas Appointments (33425) 133416

## Scale 2 Posts and above

**CUMBRIA**

COUNTY COUNCIL
KESWICK SCHOOL
Main Street, Keswick
Mixed comprehensive 11-18
Required in September, 1982 a teacher of Computer Studies to take responsibility for the teaching of mathematics throughout the school, including the sixth form. Ability to teach some mathematics at 'A' level and 'S' level and 'O' level and C.S.E. Mode 3.
Apply by letter, curriculum vitae with full details, names, addresses and telephone numbers of 2 referees, to the Headmistress. (33344) 133422

**ESSEX**

WESTCLIFF HIGH SCHOOL FOR GIRLS
(Roll 840)
Westcliff-on-Sea, Essex
Tel: Southend 74443
TEACHER OF MATHEMATICS required for September 1982, to teach across the ability range and to have a share of Sixth Form work. Scale 2 available for suitable qualification and experience.
The school is situated on a most attractive site just outside the new city of Milton Keynes. Assistance with removal expenses and housing is available in approved cases and there is a wide range of housing to buy in the area.
Application forms available from the Headteacher, Mr M Cole BA, on receipt of a foolscap stamped addressed envelope. (33351) 133422

**WILTSHIRE**

WILTSHIRE COLLEGES
CHIPPENHAM TECHNICAL COLLEGE
Lecturer Grade 1 to teach Mathematics to the Less Able.
Please look under "Further Education Section". (33342) 133423

## Modern Languages

## Heads of Department

Teach on Exchange inEurope. See overseas Appointments (33425) 133416

## Scale 2 Posts and above

**CUMBRIA**

COUNTY COUNCIL
KESWICK SCHOOL
Main Street, Keswick
Mixed comprehensive 11-18
Approximately 1250 on roll
Required for September 1982, a teacher of Computer Studies (Scale 1) in this approximately 1250 on roll) comprehensive to teach across the full ability range up to at least GCE 'A' Levels. Possibility of 6th Form work. An interest in Computer Studies would be an added recommendation.
Apply to Headteacher outlining age, qualifications, experience and naming two referees. Further particulars available. SAE please.
(33343) 133422

**POWYS**

COUNTY COUNCIL
EDUCATION DEPARTMENT
JOHN BEDDES SCHOOL
Mixed Comprehensive 11-18 : 700 pupils
Required for 1st September 1982, or earlier, a MATHEMATICS Graduate to teach Mathematics throughout the school. A graduate is sought who has obtained a Teaching Advanced Level qualification or is prepared to study for it part time. An opportunity of 'S' level work. An application for Mathematics Studies would be an advantage. A Scale 2 post may be available for a suitably qualified and experienced graduate. Further details and application forms and further particulars obtainable from the Headmaster (s.a.e. foolscap please) to whom completed forms should be returned by 11th March, 1982. (33353) 133422

**REDBRIDGE**

LONDON BOROUGH OF REDBRIDGE
REAL HIGH SCHOOL
Woodford Avenue, Ilford, IG4 5LP
Redbridge, Ilford, IG4 5LP
Telephone: 01-550 2735
Head: M.J. Manuel, M.A.
Required for September 1982 a Mathematician (Scale 1) to join a flourishing Mathematics department in a comprehensive school of 1080 pupils (6th form). Outer London Allowance is payable.
Further details and application forms are available from the Headteacher at the school, to whom completed forms should be returned as soon as possible. The successful candidate will be required to take up duty as soon as possible after the closing date and apply range. (33348) 133423

**NORTHAMPTONSHIRE**

WOLLASTON SCHOOL
Ivchester Road, Wollaston, Northants NN9 7PR
Applications are invited from well qualified teachers of MATHEMATICS to join a team of 9 teachers in this expanding school from SEPTEMBER 1982, Scale 1 post.
This is a 7 FE 11 - 18 mixed comprehensive situated between Northampton and Wellingborough.
Facilities are excellent. Mathematics is mainly taught in sets and taught in sets. There will be opportunities for a share of Sixth Form work. Scale 2 available for suitably qualified applicants. The post could be combined with that of Head of Year in one of the girl's boarding houses for 180 students. The latter is an appropriate employment opportunity.
Applications in writing to the Headteacher, J.S.C. Dyason or Tel. 7473, (33343) 133420

**NORTHUMBERLAND**

FIRST COUNTY HIGH
Two graduate teachers required to teach Computer Studies, Scale 1 or 2 according to qualifications and experience. Apply to Headteacher outlining age, qualifications, experience and naming two referees. Further particulars available. SAE please.
(33343) 133422

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. ANSELM'S R.C. SCHOOL
Kenyon Avenue, Oldham
Required for September 1982 at this 11 - 18 mixed comprehensive school of 850 pupils SCALE 1 teacher of COMPUTER STUDIES/COMPUTER STUDIES for temporary post to August 1983. Social Priority Allowance payable.
Application forms for the post may be obtained from the Head at the School, returnable to the Head immediately. (33352) 133422

**ISLE OF MAN**

BOARD OF EDUCATION
QUEENSLEASEYN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18 600 on roll)
Required for September, 1982 a Teacher of French, Scale 1, to contribute towards French and develop German in growing department.
Application forms and further details from the Head (S.A.E.). (33470) 133420

**LEICESTERSHIRE**

LOUGHBOROUGH
WOODSIDE HIGH SCHOOL
In the Leicestershire plan for 11-16 comprehensive reorganisation of secondary education. 11 - 14 High
Roll 919
CO-ORDINATOR OF LANGUAGES, SCALE 1 - SCALE Three.
Required August, for this new purpose-built, 11 - 14 High School, an experienced and dedicated teacher, to assist in the establishment and development of the curriculum of the school and to take particular responsibility for the development of 8 skills based English language course designed as a response to the language needs of children from a wide variety of home backgrounds, cultures and abilities.
Prospective candidates will be sent further details on receipt of s.a.e.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. K. Harris, Woodside High School, Beaconsfield, Loughborough, Leicestershire, Leicestershire, Leicestershire.
(33004) 133426

**NORTH TYNESIDE**

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Rainham Avenue, Longbenton, Newcastle upon Tyne, NE12 8EN
Headteacher: Mr. I. Burn, BSc.
Required for 1st September, 1982, Scale 1 post for the teaching of FRENCH and GERMAN to CSE and 'O' level. The successful candidate will be expected to be enthusiastic with regard to the development of modern languages throughout the school. Opportunities for visits and exchanges.
Application forms are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (33359) 133426

**NORTH YORKSHIRE**

THE BAR GRAMMAR SCHOOL
York, YO2 2AH
(Direct Grant to 55
Comprehensive, 300 mixed, R.C.)
Required for September, honours graduate to share the teaching of FRENCH through-out the school, including the 6th, 'A' level and 'S' level and C.S.E. Mode 3. A joint honours graduate required to be able to teach both to 'A' level. Post tenable from 1st new entrant.
Apply by letter (plus stamped addressed envelope) to Headmaster. (41370) 133422

**ISLE OF MAN**

BOARD OF EDUCATION
QUEENSLEASEYN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18 600 on roll)
Required for September, 1982 a Teacher of French, Scale 1, to contribute towards French and develop German in growing department.
Application forms and further details from the Head (S.A.E.). (33470) 133420

**LEICESTERSHIRE**

LOUGHBOROUGH
WOODSIDE HIGH SCHOOL
In the Leicestershire plan for 11-16 comprehensive reorganisation of secondary education. 11 - 14 High
Roll 919
CO-ORDINATOR OF LANGUAGES, SCALE 1 - SCALE Three.
Required August, for this new purpose-built, 11 - 14 High School, an experienced and dedicated teacher, to assist in the establishment and development of the curriculum of the school and to take particular responsibility for the development of 8 skills based English language course designed as a response to the language needs of children from a wide variety of home backgrounds, cultures and abilities.
Prospective candidates will be sent further details on receipt of s.a.e.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. K. Harris, Woodside High School, Beaconsfield, Loughborough, Leicestershire, Leicestershire, Leicestershire.
(33004) 133426

**NORTH TYNESIDE**

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Rainham Avenue, Longbenton, Newcastle upon Tyne, NE12 8EN
Headteacher: Mr. I. Burn, BSc.
Required for 1st September, 1982, Scale 1 post for the teaching of FRENCH and GERMAN to CSE and 'O' level. The successful candidate will be expected to be enthusiastic with regard to the development of modern languages throughout the school. Opportunities for visits and exchanges.
Application forms are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (33359) 133426

**ESSEX**

WEST HATCH HIGH SCHOOL
(Roll 1200)
Tipps End, Chigwell, IG7 5QH
Tel: 01-504 8216
TEACHER OF FRENCH AND GERMAN Scale 2
Required September, 1982, for this school offers both languages in the first year and has developed courses to 'A', 'O' and C.S.E. A joint honours graduate required to be able to teach both to 'A' level. Post tenable from 1st new entrant.
Apply by letter (plus stamped addressed envelope) to Headmaster. (41370) 133622

**ISLE OF MAN**

BOARD OF EDUCATION
QUEENSLEASEYN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18 600 on roll)
Required for September, 1982 a Teacher of GERMAN SCALE 2, to contribute towards French and devel

# Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E., foolscap) from the Heads at the Schools.
Please quote reference 26/2 on correspondence.

## FROME COLLEGE, FROME

(13–18 mixed secondary, 1463 and F.E. College combined on separate sites)

Applications are invited for the post of

## DIRECTOR of the MERLIN THEATRE/ARTS CENTRE, FROME

The joint-use Theatre shared by the Community and Frome College, stands on the site at Frome College and the successful applicant will be appointed to the staff of the College on Scale 4. The theatre is administered by a management committee and is a charitable trust, strongly supported by South West Arts. The successful applicant, who will have a 50% teaching commitment, will be expected to have a wide sympathy for performance arts, particularly drama and music, administrative and technical skills and above all, the energy and enthusiasm to exploit the exceptional opportunities available.
Full details about the post and Theatre (enclosing S.A.E.) are available from the Principal, Frome College, Bath Road, Frome, endorsing envelope with post title. Potential applicants who wish to see the Theatre are very welcome.
Closing date: 22nd March, 1982.

For September 1982

## HEAD OF MUSIC, Scale 3

The post offers many opportunities for an enterprising teacher, working in a team to promote the performance arts. There is a new recording studio and modern theatre on the school site, a school band, orchestra, small music groups and choirs support the lively music programme.
Full applications, making clear the specialist skills of the applicant, to the Principal, marked on the envelope with post title. S.A.E. for job description and application form.
Closing date: 22nd March, 1982.

### SECONDARY

## HAYGROVE SCHOOL, BRIDGWATER

(11–16 mixed secondary, 960)
For Summer and Autumn Terms 1982, experienced

## TEACHER

Scale 2, of MATHEMATICS, to teach to 'O' and 'CSE' levels in a successful department, and willing to accept a pastoral responsibility as Deputy Head of Year.
Application form, with further details of post and school (S.A.E.) from the Head at the School.
Closing date: 8th March, 1982.

## HOLYROOD SCHOOL, CHARD

(11–16 mixed comprehensive, 1250)
For September 1982:

1) Teacher of COMBINED SCIENCE (lower school), Scale 1. Possibility of a little specialist teaching-years 3–5 an advantage. Excellent laboratories and technician support.
2) Second in MATHEMATICS Faculty, Scale 3 for September 1982. To take good share in sixth form teaching, assisting with computing and take active part in administration.

Application form and details (S.A.E.) from the Head at the School.
Closing date: 12th March, 1982.

## WHITSTONE SCHOOL, SHEPTON MALLET

(11–16 mixed secondary, 829)
For September 1982,

## TEACHER

Scale 1, with interests in CRAFT DESIGN TECHNOLOGY, who is able to work in the Heavycraft and Physical Science areas of the curriculum.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 8th March, 1982.

## FROME COLLEGE, FROME

(13–18 mixed secondary, 1463 and F.E. College combined on separate sites)
For September 1982,

## TEACHER

of BOYS' PHYSICAL EDUCATION, Scale 1. The College has outstanding facilities including a Sports Centre on site. An interest in any or all of: Association Football, Cricket, Basketball, Athletics and Tennis will be an advantage.
Applications by letter in the first instance, endorsing envelope with post name, to the Principal, giving full details and names of two referees. Enclose S.A.E. for application form.
Closing date: 12th March, 1982.

### MIDDLE SCHOOLS

## DULVERTON MIDDLE, DULVERTON

(9–13 mixed, 180)
For September 1982,

## TEACHER

in charge of SPECIAL CLASS, Scale 2 plus Special Schools Allowance.
Application form and details (S.A.E.) from Staffing (1) Section, Education Department, County Hall, Taunton.
Closing date: 12th March, 1982.

## PRIMARY HEADSHIP

## PORLOCK CE VA FIRST

NV Minehead (NOR 56)
For September 1982

## HEAD

of this Church School.
Commitment to Christian life essential. Music and advantage.
Application forms and details (S.A.E.) from Staffing (1) Section, Education Department, County Hall, Taunton, TA1 4DY.
Closing date: 8th March, 1982.

### SECONDARY MOD LANGUAGES
continued

Teach on Exchange in Europe. Six overseas appointments. (326531) 133622

### DEVON

Please see displayed advertisement on page 55 (25319) 133632

### ENFIELD

LONDON BOROUGH OF ENFIELD
ARNOSDALE FLEMING SCHOOL
The Ridge, Enfield, Middx EN3 7DB
Hall 1340.
Required April 1982 or as soon as possible thereafter, an enthusiastic teacher of GERMAN and FRENCH (Scale 1). German is taught to all pupils in the first three years. French introduced in the third year. Both languages offered at C.S.E. 'O' and 'A' level. Some Spanish taught in the Upper School. Sixth form work available to suitably qualified candidate.
London Allowance £498.00
Application forms (foolscap S.A.E.) obtainable from the Head Teacher at the school for return as soon as possible. Informal visits welcome. Telephone No. 01 804 1353.
(32135) 133624

## Music

## Heads of Department

### REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex

Telephone: 01-599 2600

Head: Mrs. D. Watkins, B.Ed.

Required for September, 1982, Head of Music Department (Scale 3) for this 11 - 18 mixed six-form entry comprehensive school on one site. A suitably qualified and experienced teacher is sought with an awareness of current developments in the teaching of music and the ability and drive to develop music both within the curriculum and in extra curricular activities. Facilities include a purpose built music unit. The school is served by permanent instrumental teachers and the Authority has a strong music tuition to which the school subscribes. Generous London Allowance is payable.
Application forms and further details may be obtained from the Head-teacher at the School.
Closing date for applications 15th March, 1982.
(25510) 133618

### SURREY

EDUCATION COMMITTEE
WARLINGTON COUNTY SCHOOL (12–18)
Warlington
HEAD OF MUSIC Scale 3 to take over active Department with orchestra, choirs and instrumental work. Telephone from Road, Tell Upper Warlingham 4067. (33064) 133613

## Scale 2 Posts and above

### BEDFORDSHIRE

SOUTHERN AREA
CRAWLEY GREEN SCHOOL
Crawley Green Road, Luton
Scale 2
Headmaster: Mr. G. Boden B.A.
Required for September 1982 an experienced teacher with responsibility for the organising and teaching of Music throughout the school, to the subject up to 'examination level (Scale 2 post carries a Scale 3 allowance).
Council accommodation may be available in certain areas.
Application forms are obtainable from and should be returned to the Headmaster at the school. (see please). (0582) 133680

### REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex

Telephone: 01-599 2600

Head: Mrs. D. Watkins, B.Ed.

Required for September, 1982, Head of Music Department (Scale 3) for this 11 - 18 mixed six-form entry comprehensive school on one site. A suitably qualified and experienced teacher is sought with an awareness of current developments in the teaching of music and the ability and drive to develop music both within the curriculum and in extra curricular activities. Facilities include a purpose built music unit. The school is served by permanent instrumental teachers and the Authority has a strong music tuition to which the school subscribes. Generous London Allowance is payable.
Application forms and further details may be obtained from the Headteacher at the School.
Closing date for applications 15th March, 1982.
(25510) 133618

### SURREY

EDUCATION COMMITTEE
WARLINGTON COUNTY SCHOOL (12–18)
Warlington
HEAD OF MUSIC Scale 3 to take over active Department with orchestra, choirs and instrumental work. Telephone from Road, Tell Upper Warlingham 4067. (33064) 133613

## Scale 2 Posts and above

### BEDFORDSHIRE

SOUTHERN AREA
CRAWLEY GREEN SCHOOL
Crawley Green Road, Luton
Scale 2
Headmaster: Mr. G. Boden B.A.
Required for September 1982 an experienced teacher with responsibility for the organising and teaching of Music throughout the school, to the subject up to 'examination level (Scale 2 post carries a Scale 3 allowance).
Council accommodation may be available in certain areas.
Application forms are obtainable from and should be returned to the Headmaster at the school. (see please). (0582) 133680

### ISLE OF MAN

BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational Comprehensive 14 - 18: 800 on roll)
Required for September, 1982, Experienced teacher to take charge of Music throughout the school, including C.S.E., 'O' and 'A' level examination courses.
Application forms and further details can be obtained on receipt of a self-addressed foolscap envelope from Douglas Isle of Man to whom completed forms should be returned by Monday, 15th March, 1982.
(33048) 133620

### SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
EARL MARSHAL SCHOOL
Earl Marshal Road, Sheffield, S4 8LG
A teacher in charge of Music (Scale 2 plus SPA) is required for September 1982 or as soon as possible thereafter. Music is a valuable part of the school life valued by the school as a class-room subject and as an activity for groups or interested pupils, and is well supported.
Application forms and further particulars may be obtained from the Headmaster to whom completed forms should be returned within a week of the appearance of this advertisement. (41) 133660

### WARWICK

THE KING'S HIGH SCHOOL FOR GIRLS
Warwick Undergraduate Bar Supp. £400 min. Full in Scale 3 range.
Required for September, 1982 upwards, an enthusiastic graduate to share in the teaching of Music throughout the school (11 - 18 years) and some instruction on brass, woodwind, piano or woodwind (Scale 1 range).
Post suitable for a beginner but Scale 2 could be available for the right candidate.
Application (two forms) with full curriculum vitae and names and addresses of two referees to the Headmistress. (329754) 133622

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
LOCAL EDUCATION COMMITTEE
SADDLEWORTH SCHOOL
Uppermill, Oldham
Required for Easter 1982 at this recently reconstituted 11 - 18 mixed comprehensive school, a teacher of MUSIC (Scale 2 teacher of Music) for maternity leave post during Autumn Term.
Send S.A.E. for application form to the Head at the school, returnable to him immediately. (33340) 133623

### CROYDON

OLD PALACE SCHOOL
Croydon
Required in April 1982, teacher for clarinet and oboe per week to teach up to and including Grade 6.
Apply in writing with the names of two referees to The Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. Tel. 01-688 2027. (33116) 133622

### CROYDON

OLD PALACE SCHOOL
Croydon
Required in April 1982, teacher for oboe one day per week to teach up to and including Grade 6.
Apply in writing with the names of two referees to The Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. Tel. 01-688 2027. (33117) 133622

### EPSOM

EPSOM COLLEGE
Surrey
554 boys, 43 girls (372 boarders, 265 day pupils).
Sixth Form of 150.
Required for September 1982, Qualified teacher of MUSIC able to teach string instruments and willing to foster musical activities out of school. Enthusiasm more important than experience. Accommodation available for a single person. Own salary scale.
Please apply with full curriculum vitae and the names of two referees to Headmaster, Epsom College, Epsom, Surrey KT17 4JQ. (35328) 133622

### HAMPSHIRE

OAK FARM SCHOOL
(County Maintained Mixed 11 - 16)
Chaucer Road, Cove, Farnborough, Hampshire.
Tel. Farnborough 515151
Required for September, 1982 Sixth Form Teacher for Music with English and/or Humanities. Closing date this week after appearance of this advertisement.
Letter of application nominating two referees to Head Teacher, c.s.e. for details. (35114) 133622

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD GIRLS' GRAMMAR SCHOOL
ASHFORD COUNTY TECHNICAL SCHOOL
Broadstairs Road, Sandyhurst
MUSIC SCALE 2
Required from April 1982, a well qualified and enthusiastic Music Teacher to join a thriving departments (currently 4 full time teachers) to help and have an interest in developing the curriculum. A competent pianist is essential for work in assembly, to foster developing choirs (1 mixed, 1 girls) and four orchestras, three choirs and reading band. Willingness to take part in Music Theatre productions.
Letter of application including a full C.V., and the names and addresses of two referees should be sent to the Headteacher by 22nd February 1982. (32871) 133622

### LEICESTERSHIRE

ST. PAUL'S R.C. SECONDARY SCHOOL
Girls F.E. and junior music. See main school entry for London Physical Education, Scale 1. (32146) 133622

### NORFOLK

KING EDWARD VII HIGH SCHOOL
Heacham
Heywood Road, King's Lynn
Roll: 1300 Mixed 11 - 18 years
Required September, Scale 2, Music & other subject(s) offered.
Apply immediately by letter giving details of two referees and curriculum vitae to the Headmaster. For further particulars send S.A.E. removed. Expenses paid within Authority's scheme. (33219)

### NOTTINGHAMSHIRE

COUNTY COUNCIL
NEWARK TECHNICAL COLLEGE
NEWARK SCHOOL OF AGRICULTURE
COURSE DIRECTOR
Lecturer Grade II/I £6,162 - £7,482
Required for September, 1982, as soon as possible thereafter. For full advertisement, please see Tuesday Education Section. (34366) 133622

### SOLIHULL

EDUCATION COMMITTEE
MALVERN HALL
Bunting Avenue, Solihull, West Midlands B91 1AU
11 - 16 mixed ability school. 800 on roll.
EDUCATION Scale 2

A teacher is required to take charge of boys' physical education from September 1982 for one year, during a maternity absence.
Candidates should have a keen interest in games, be good at organisation and be able to work as a member of a team.
Application forms may be obtained by letter with curriculum vitae and the names and addresses of two referees to the Headmaster or Headmistress. Tel. 021 705 2351 ext. 5 (24 hours).
Closing date for receipt of applications 15th March, 1982.

### NORTH YORKSHIRE

THE BAR GRAMMAR SCHOOL
York YO3 8AW
(Direct Grant to 20th Comprehensive, 800 mixed 11 - 18)
Required for September 1982, to take charge of boys' physical education, and games throughout the school. Intake. Second subject and ability to teach physical sciences preferred. Scale 2 according to experience.
Apply by letter, particulars of which, with full curriculum vitae, to the Headmaster, Mr. P. Thomas, to whom numbers 2 and 3 should be sent. (33055) 133622

## Scale 1 Posts

### BUCKINGHAMSHIRE

COUNTY COUNCIL
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks HP21 7SU
(Boys, 1810 on roll)
Vacancies for girls' P.E. (1) Required September, 1982, permanent appointment. (2) Required January, 1983, temporary appointment. Ability to teach full range of skills, but offering opportunities to specialise in EITHER gymnastics and outdoor pursuits. The person appointed should be required to act as tutor within a well developed house system and a shooting range.
Application forms and further particulars (for temporary post from 1 January) from the Secretary to whom they are to be returned by 14 March.
Applications may also be considered for the permanent appointment.
Apply by letter to the Headmaster, stating names of two referees. Assistance with removal expenses (but not approved grant) may be given after appointment only. (4111)

### DORSET

QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(11 - 18 Comprehensive, 1,400 pupils including Sixth Form)
Required for September, 1982, for boy's P.E. department, Teacher with good indoor pool and sports hall facilities.
Apply in writing two weeks after the appearance of this advertisement, giving full curriculum vitae, names and addresses of two referees.

## Pastoral

## Heads of Department

### DUDLEY
METROPOLITAN BOROUGH

THE HILL CREST SCHOOL & COMMUNITY COLLEGE
Sedgley Road East, Tipton, Dudley, West Midlands

(12 - 16 co-ed. comp. 800 on roll)

For 20th April qualified/experienced teacher as DEPUTY HEAD OF UPPER SCHOOL (Scale 3). Full particular responsibility for pastoral care of 350 girls. Please state subject interests.

Application forms/details (foolscap S.A.E.) from Secretary by 12th March. (32558) 134018

### WARWICKSHIRE

KINGSBURY SCHOOL
Tamworth Road, Kingsbury, Tamworth, Staffordshire B78 2LU

(540 on roll, mixed, 12 - 16 comprehensive)

Required September 1982, Head of Upper School (Scale 3). To be responsible for the pastoral and social welfare of approximately 300 pupils in the Upper School.

Application form and further details available from the Head of School (SAE please). (33048) 133623

## Scale 2 Posts and above

### DORSET

CASTLEFIELD SCHOOL
Queens Avenue, Dorchester (11 - 18 Girls Comprehensive, 700 on roll)
Required for September 1982: A Head of Year/House as Head of House (Scale 4) to be responsible to the Headmistress for the pastoral care and welfare of approximately 175 girls.
The vacancy occurs because of the promotion of the present incumbent to the post of Deputy Head Teacher.
Application forms, to be returned by 12 March, from the Headmistress. (33048) 134020

## Physical Education

## Scale 2 Posts and above

### BARNET

LONDON BOROUGH OF BARNET
FRIERN BARNET SCHOOL
Summerlee Avenue, Friern Barnet
N11 3RP
Mixed Comprehensive
Roll 864 - 11 - 16 - Linked to a Sixth Form College
Required Easter 1982, Teacher of GIRLS' PHYSICAL EDUCATION Scale 2 for the applicant but first applicants considered. Some English taught to lower forms.
Application forms/details (foolscap S.A.E.) from Headmistress. Together with full curriculum vitae and the names of two referees.

### ESSEX

WESTBOROUGH HIGH SCHOOL FOR GIRLS
(ROLL 473)
Ilchester Avenue, Westcliff-on-Sea
Tel: Southend-on-Sea 43511
Required September 1982, PHYSICAL EDUCATION Scale 2
Applicants should have a possible specialism in Dance and Athletics an advantage.
Second subject essential. Evidence of commitment to extra curricular activities. Form of application and details of duties from the Headmistress on receipt of s.a.e. (32167)

### KIRKLEES

METROPOLITAN COUNCIL
BATLEY HIGH SCHOOL
Halifax Road, Batley, Yorkshire WF17 6HJ
(Girls, 1,000 on roll)
Required for Easter, 1982 a teacher of Physical Education (Scale 2) to take charge of girls' P.E. throughout the school.
Application forms and further details from the Headmistress, Miss E. Hall, to whom completed forms should be returned by 15th March, 1982. (32300)

### LEICESTERSHIRE

ST. PAUL'S R.C. SECONDARY SCHOOL
Spencefield Lane, Leicester

Roll 895

GIRLS' P.E. AND JUNIOR MUSIC - SCALE 2

Required April (or August) 1982, Physical Education Specialist to take charge of Girls' P.E. and offering Junior Music as a second subject.

Further details from the Head. Apply with full curriculum vitae and the names of two referees (SAE). (33184)

### NORFOLK

HETHERSETT HIGH SCHOOL
Queens Road, Hethersett, Norwich NR9 3DB

Roll: 800 mixed 13 - 18 years

Required for September 1982 Physical Education Specialist for Girls' Physical Education and Science to lower forms.
Application forms and further particulars may be obtained by letter or telephone from the Headmaster. Closing date 15th March, 1982. (33576) 134022

## Scale 2 Posts and above

### BARNET

LONDON BOROUGH OF BARNET
HENDON SCHOOL
Queen's Road, Hendon NW4 2TJ
Mixed Comprehensive.
Roll 1004. Sixth Form 140.
Required September 1982 (or Easter if possible) teacher of RELIGIOUS EDUCATION to take charge of subject throughout school. For suitably experienced applicant a Scale 3 allowance would be available.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with C.V. and names of two referees. S.A.E. for application form. Telephone for acknowledgement. (33707) 134018

### LINCOLNSHIRE

CAISTOR GRAMMAR
Caistor, Lincoln. LN7 6QJ

(Group 7 Roll 331 mixed)

HEAD OF CHEMISTRY required for September 1982. (Scale 3) for this 11 - 18 selective School.

Further details and forms from Headmaster (01-472 6234) to whom completed applications should be returned by 15th March 1982. (34541) 134018

### REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
VALENTINES HIGH
Cranbrook Road, Gants Hill, Ilford, IG2 6HX

Telephone: 01-554 3608

Head: Miss J. Thompson B.A.

Applications are invited for the post of Head of Physics within the Science Department of the 11 - 18 mixed 6 F.E. Comprehensive School. Candidates should be well qualified and experienced and able to teach to Advanced and 'S' level. There is scope also for candidates to develop courses for pupils of average and below ability.
The salary will be on Scale 3 with Outer London Allowance if appropriate.
Applications should be by letter direct to the Headteacher at the School, stating full details and the names addressed and telephone numbers of two referees. Closing date 15th March, 1982. (34336) 134420

### LINCOLNSHIRE

QUEEN ELIZABETH'S GRAMMAR SCHOOL
Stanley Road, Alford

JOHN SPENDLUFFE SECONDARY SCHOOL
Manby Lane, Alford

Required for September 1982 teacher of Religious Education, keen to develop subject up to GCE/CSE levels and a 2 year course leading upon qualifications and experience to either Head for form and details. Closing date 15th March, 1982. (34336) 134420

### SUFFOLK

SAMUEL WARD UPPER SCHOOL
Chalkstones Way, Haverhill
(Mixed comprehensive 13 - 18: 1,020 on roll)
with 180 in Sixth Form)
Required January/September 1982, TEACHER OF PHYSICAL EDUCATION (SCALE 1).
Temporary post for one term.
Further details and application forms available from Headteacher at the School (s.a.e. please). To whom they should be returned. (41376) 134422

### U.S.A.

SPORTS TEACHING IN US SUMMER CAMPS
BUNACAMP is looking for hundreds of enthusiastic sports teachers age 18 - 28 to work with 8 American children for 8 exhausting but rewarding weeks. Salary $930 return fare. Flexible dates at your convenience.
Contact Tim Edwards, BUNACAMP, 58 Sarnert St, London WC1N 4EU. Tel: 01-404 1865 (SPECIALLY NEEDED: (319117) 134422

## Religious Education

## Heads of Department

### BERKSHIRE

YEALE GREEN SCHOOL
N.C.R. Reading RG7 5DA
(Co-educational Comprehensive entry, 800 on roll)
Required for September 1982, Head of Religious Education to take charge of the subject throughout the school to include 'A' level.
Application forms on West Berkshire Comprehensive Schools Application Scheme, House-based planning fringe. House-based planning fringe.

### HEAD OF RELIGIOUS EDUCATION

Scale 3
required for September 1982. Applicants should be well qualified and experienced teachers and an ordained Minister would be welcome. He would develop some chapelaincy work and be responsible for morning assembly. Well established examination courses at 'O' and 'A' and CSE levels. Candidates should be willing to help give an energetic lead and support to the Christian witness of the school.
Application letter to the Headmaster (name of Deputy Head) giving full details of qualifications and experience. Closing date 15th March. 1982. (33518) 134418

### LINCOLNSHIRE

QUEEN ELIZABETH'S GRAMMAR SCHOOL
Stanley Road, Alford

JOHN SPENDLUFFE SECONDARY SCHOOL
Manby Lane, Alford

Required for September 1982 teacher of Religious Education, keen to develop subject up to GCE/CSE levels and a 2 year course leading upon qualifications and experience to either Head for form and details. Closing date 15th March, 1982. (34336) 134420

### SUFFOLK

SAMUEL WARD UPPER SCHOOL
Chalkstones Way, Haverhill
(Mixed comprehensive 13 - 18: 1,020 on roll)
with 180 in Sixth Form)
Required January/September 1982, TEACHER OF PHYSICAL EDUCATION (SCALE 1).
Temporary post for one term.
Further details and application forms available from Headteacher at the School (s.a.e. please). To whom they should be returned. (41376) 134422

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SPORTS TEACHING IN US SUMMER CAMPS
BUNACAMP is looking for hundreds of enthusiastic sports teachers age 18 - 28 to work with 8 American children for 8 exhausting but rewarding weeks. Salary $930 return fare. Flexible dates at your convenience.
Contact Tim Edwards, BUNACAMP, 58 Sarnert St, London WC1N 4EU. Tel: 01-404 1865 (SPECIALLY NEEDED: (319117) 134422

## Science

## Heads of Department

### DORSET

BOURNEMOUTH SCHOOL FOR GIRLS
Castle Close, Castle Lane West, Bournemouth BH8 9UJ
Maintained Girls' Grammar School, 800 pupils, 200 in Sixth Form.
Required for September 1982, a graduate Head of Biology (Scale 3). Pupils are prepared for 'O' level examinations in Biology and 'A' level in Biology and Social Biology.
Applications, including curriculum vitae and the names and addresses of two referees should be sent to the Headmistress at the school. S.A.E.
Application forms and further details (large stamped addressed envelope, please) from the Headmaster. (41358) 134418

### LINCOLNSHIRE

CAISTOR GRAMMAR
Caistor, Lincoln. LN7 6QJ

(Group 7 Roll 331 mixed)

HEAD OF CHEMISTRY required for September 1982. (Scale 3) for this 11 - 18 selective School.

Further details and forms from Headmaster (01-472 6234) to whom completed applications should be returned by 15th March 1982. (34541) 134418

### REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
VALENTINES HIGH
Cranbrook Road, Gants Hill, Ilford, IG2 6HX

Telephone: 01-554 3608

Head: Miss J. Thompson B.A.

Applications are invited for the post of Head of Physics within the Science Department of the 11 - 18 mixed 6 F.E. Comprehensive School. Candidates should be well qualified and experienced and able to teach to Advanced and 'S' level. There is scope also for candidates to develop courses for pupils of average and below ability.
The salary will be on Scale 3 with Outer London Allowance if appropriate.
Applications should be by letter direct to the Headteacher at the School, stating full details and the names addressed and telephone numbers of two referees. Closing date 15th March, 1982. (34336) 134420

### WILTSHIRE

COUNTY COUNCIL
WARMINSTER KINGDOWN SCHOOL
(Co-ed. Comprehensive, Mixed 11 - 18, 1250 pupils)
Required for the beginning of the Autumn Term, Director of Studies for Science (Scale 3) qualified physicist or physicist/chemist. They must have an excellent record of teaching at all levels, have up-to-date knowledge of developments in Science teaching, and have the management skills appropriate to the senior post.
There are twelve modern laboratories. Courses are established at C.S.E., 'O' and 'A' Levels in the major sciences and new integrated courses are also being developed.
Warminster is a pleasant market town of some 14,000 inhabitants and is close to Bath, Salisbury and Bristol.
Application forms and further details (large stamped addressed envelope, please) from the Headmaster. (41358) 134418

## Scale 2 Posts and above

### BERKSHIRE

BRAKENHALE SCHOOL
Rectory Lane, Bracknell RG12 4BA
N.C.R. 1300 comprehensive
Required for September 1982 an experienced and well qualified TEACHER OF PHYSICS AND COMBINED SCIENCE (Scale 2 post).
Application forms and further particulars from the Headmaster (see). Tel. Crowthorne 3344 (24hr. answering service).
Closing date 15th March 1982. (33826) 134420

### CAMBRIDGESHIRE

HUNTINGDON AREA
SAWTRY VILLAGE COLLEGE
Sawtry, Cambs. Sawtry 811
Mixed comprehensive 11 - 16 years, 600 pupils
Required September 1982, Teacher in charge of Science Department with responsibility for the school Physics curriculum for pupils (Scale 2). Some laboratories. The successful applicant will take responsibility for all aspects of Physics teaching.
Hungerhill School opened in 1976 and there are 738 pupils on roll.
Application forms and further information are available from the Headmaster at the above address (foolscap S.A.E. please), to whom forms should be returned as soon as possible. (25137) 134820

### REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford

Telephone: 01-599 2600

Head: Mrs. D. Watkins B.Ed.

Required for September 1982, Teacher of Physical Science (Scale 2) to take responsible for organising and monitoring, and to participate in the teaching of Physical Science in years 1 to 3 and to share in the teaching of Physics to 'O' and 'A' levels. The school is a 6 form entry 11 - 18 mixed comprehensive on one site. Facilities include two purpose built science units.
Application forms and further details (large stamped addressed envelope, please) from the Headmaster. (41358) 134418

## Scale 2 Posts and above

### BERKSHIRE

BRAKENHALE SCHOOL
Rectory Lane, Bracknell RG12 4BA
N.C.R. 1300 comprehensive
Required for September 1982 an experienced and well qualified TEACHER OF PHYSICS AND COMBINED SCIENCE (Scale 2 post).
Application forms and further particulars from the Headmaster (see). Tel. Crowthorne 3344 (24hr. answering service).
Closing date 15th March 1982. (33826) 134420

### CAMBRIDGESHIRE

HUNTINGDON AREA
SAWTRY VILLAGE COLLEGE
Sawtry, Cambs. Sawtry 811
Mixed comprehensive 11 - 16 years, 600 pupils
Required September 1982, Teacher in charge of Science Department with responsibility for the school Physics curriculum for pupils (Scale 2). Some laboratories. The successful applicant will take responsibility for all aspects of Physics teaching.
Hungerhill School opened in 1976 and there are 738 pupils on roll.
Application forms and further information are available from the Headmaster at the above address (foolscap S.A.E. please), to whom forms should be returned as soon as possible. (25137) 134820

### SHROPSHIRE

EDUCATION COMMITTEE
THE UPPER SCHOOL
Church Preen, Church Stretton, Shropshire
(Roll 180 - 11 - 18)
Required September SCALE 3 teacher responsible for co-ordinating full details and the names addressed and telephone numbers of two referees, closing date 16th March, 1982. (34379) 134820

### WILTSHIRE

COUNTY COUNCIL
WARMINSTER KINGDOWN SCHOOL
(Co-ed. Comprehensive, Mixed 11 - 18, 1250 pupils)
Required for the beginning of the Autumn Term, Director of Studies for Science (Scale 3) qualified physicist or physicist/chemist. They must have an excellent record of teaching at all levels, have up-to-date knowledge of developments in Science teaching, and have the management skills appropriate to the senior post.
There are twelve modern laboratories. Courses are established at C.S.E., 'O' and 'A' Levels in the major sciences and new integrated courses are also being developed.
Warminster is a pleasant market town of some 14,000 inhabitants and is close to Bath, Salisbury and Bristol.
Application forms and further details (large stamped addressed envelope, please) from the Headmaster. (41358) 134418

### DORSET

PORTLAND COUNTY SECONDARY SCHOOL
St. Georges Road, Easton, Portland
(650 mixed 11-16)
Required September: Teacher (Scale 1) for Biology/Science up to 'O' level.
Further details and application form from Headteacher to be returned by 17th March. (34541) 134418

## Scale 1 Posts

### COVENTRY

CITY OF COVENTRY
CHRIST THE KING R.C. SPECIALIST COMPREHENSIVE SCHOOL
Barrel Green Road CV2 2AJ
(Special Priority School)
(1140 on roll)
Required from Easter 1982 teacher in charge of RELIGIOUS EDUCATION Scale 1 to teach 'O' level and C.S.E. pupils. This is a temporary appointment to cover maternity leave. Further details available from Headteacher at the school (s.a.e. please). To whom they should be returned. (41376) 134422

### DORSET

PORTLAND COUNTY SECONDARY SCHOOL
St. Georges Road, Easton, Portland
(650 mixed 11-16)
Required September: Teacher (Scale 1) for Biology/Science up to 'O' level.
Further details and application form from Headteacher to be returned by 17th March. (34541) 134418

### HILLINGDON

LONDON BOROUGH OF HILLINGDON
TOWNMEAD SCHOOL
Wise Lane, West Drayton, UB7 7EU

Tel. West Drayton 42404

(number on roll: 1058, 81 in Sixth Form)

This is a 5 form entry mixed 11-18 comprehensive school with modern buildings on one site. It is situated on the Middlesex/Buckinghamshire border, 1½ miles from the M4.

Required for June 1982 a RELIGIOUS EDUCATION (Scale 1 or 2) specialist. The curriculum at Townsend School covers a wide range of topics including Biblical Studies to develop Lower School Science curriculum. First Year tutorial work or Computer Studies. College leavers as well as experienced teachers are eligible to apply. Closing date 12th March 1982.

### Totnes King Edward VI School

Ashburton Road, Totnes
(Roll 1520, with 224 in Sixth Form)

Scale 1 – History

Graduate Historian required September 1982 in this Group 12, mixed 11–18 Comprehensive to teach throughout School including 'A' Level and occasional Scholarship work. Ability to teach another subject an advantage. Closing date 12th March 1982.

### Sutton High School

Regent Street, Plymouth (Roll 650)

Scale 1 (Two Posts)

Required September 1982, or earlier if possible, in this 12–18 boys grammar school.

(1) ECONOMICS – The teaching will be almost entirely in the sixth form to GCE 'O' and 'A' Levels.
(2) PHYSICS – To teach the subject to GCE 'O' and 'A' Levels.

Closing date for both posts 11th March 1982.

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## SCALE POSTS Primary

### North Prospect Nursery School

Ham, Plymouth (40 place Nursery – 64 on roll)

Scale 1

Required April 1982, with nursery training and/or experience. Interest in language development, parental involvement and training NNEB students. Closing date 11th March 1982.

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## FURTHER EDUCATION

### Martin's Gate Further Education Centre

Plymouth

Scale 2

Required for September 1982 at this Centre for Mentally Handicapped Young People (16–19) maintained jointly by the Education and Social Services Departments of the County Council.

The post is financed by a joint funding arrangement between the Devon Area Health Authority and Devon County Council and the appointment will be until 31st August, 1984, in the first instance.

Applicants should be qualified, experienced teachers, preferably with experience of remedial or special education work. Further details and application forms are available from the Area Education Officer (West Devon), Civic Centre, Plymouth, PL1 2EW, returnable by 12th March, 1982.

*Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.*

## SCALE POSTS Secondary

### Plymouth High School for Girls

St, Lawrence Road, Plymouth, PL4 6HT
(Roll 380)

Scale 3 – Head of Geography

Required September 1982, well qualified graduate to be in charge of the teaching of Geography throughout this two form entry grammar school, including work to 'O' and 'A' Level. Closing date 11th March 1982.

### Estover School

Miller Way, Estover, Plymouth

This school opened in September 1981 with a first form intake. (Roll September 1982 – 420)

Scale 2 – Woodwork/Metalwork

Required September 1982 to establish heavy crafts in the curriculum. This will involve setting up the two workshops, devising schemes of work and taking responsibility for these subjects in the lower school. Closing date 11th March 1982.

Scale 1 – (3 Posts)

Required September 1982

(1) FRENCH – The department uses the 'Tricolore' course. The first year is taught in full range mixed ability groups while the second and subsequent years will be set.
(2) MATHEMATICS – To work in a mixed ability, resource based setting. An interest in the role of microprocessors is desirable but not essential.
(3) CERAMICS/3D ART – Candidates for this post should be able to offer a wide range of creative three-dimensional skills.

Closing date 11th March 1982.

### South Molton School and Community College

Old Alswear Road, South Molton, EX36 4LA
(Roll 823)

Scale 1 – Mathematics/Science

Required September 1982. Ability to teach the full ability and age range in this mixed 11–16 comprehensive school. Opportunities to develop Lower School Science curriculum. First Year tutorial work or Computer Studies. College leavers as well as experienced teachers are eligible to apply. Closing date 12th March 1982.

### Totnes King Edward VI School

Ashburton Road, Totnes
(Roll 1520, with 224 in Sixth Form)

Scale 1 – History

Graduate Historian required September 1982 in this Group 12, mixed 11–18 Comprehensive to teach throughout School






### SECONDARY PHYS EDUC
continued

### SALISBURY

ST. JOSEPH'S R.C. SECONDARY SCHOOL
Laverstock, Salisbury, Wilts
Required for Summer Term 1982 a teacher to be responsible for boys P.E. throughout the school. Modern school with vast playing fields. Expensive sports centre in daily use. Please state other subjects offered.
Further details and application form from the Headmaster on receipt of a stamped addressed envelope. (329541) 134422

### WEST SUSSEX

OAKMEEDS SCHOOL
Station Road, Burgess Hill, Sussex
(11-16 Mixed comp 1500+ on roll)
Required September 1982, Female Graduate Physical Education (Scale 1), interest in Gymnastics/Dance and Athletics an advantage. Second subject essential. Some specialist secondary modern experience desirable. Willingness to assist with Netball and Hockey essential.
Apply by letter, particulars of which, with full curriculum vitae and names and addresses of two referees, to the Headmistress. (330355) 134422

## Scale 1 Posts

### BUCKINGHAMSHIRE

COUNTY COUNCIL
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks HP21 7SU
(Boys, 1810 on roll)
Vacancies for girls' P.E. (1) Required September, 1982, permanent appointment. (2) Required January, 1983, temporary appointment. Ability to teach full range of skills, but offering opportunities to specialise in EITHER gymnastics and outdoor pursuits. The person appointed should be required to act as tutor within a well developed house system and a shooting range.
Application forms and further particulars (for temporary post from 1 January) from the Secretary to whom they are to be returned by 14 March.
Applications may also be considered for the permanent appointment.
Apply by letter to the Headmaster, stating names of two referees. Assistance with removal expenses (but not approved grant) may be given after appointment only. (4111)

### DORSET

QUEEN ELIZABETH'S SCHOOL
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## SECONDARY SCIENCE
continued

### HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE SG6 SCHOOL
(No. 347)
680 mixed, 11-18
Welwyn Rd, Hertford, SG14 2QG
Required 30th April, 1982 - initially for Summer Term only with possible extension - Teacher of CHEMISTRY. Scale - most available for suitable experience. London Outer Zone allowance.
Apply in writing, giving name of two referees, to the Headmaster. (23080) 134829

### HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOP RAMSEY C.E. SCHOOL
Warrender Way, Ruislip, Middx. HA4 8EE
(number on roll - 1011, 101 in Sixth Form).
For September or a Scale 1 teacher of PHYSICS - preferably with some Mathematics - with a developing voluntary aided mixed 11-18 comprehensive school, pleasantly situated in the North West of Hillingdon. A Scale II post may be available for a suitably qualified and experienced candidate.
Please apply in the first instance by letter to the Head giving details stating the names and addresses of two referees.
London Allowance Payable. (23134) 134828

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. GEORGE'S CHURCH OF ENGLAND SCHOOL
Meadow Road, Gravesend, Kent. DA12 1TJ
Roll: 1000 boys and girls, including 180 in the Sixth Form.
A teacher of CHEMISTRY is required for September to teach the subject at all stages up to G.C.E. 'A' level and A-Level.
St. George's is an all-ability school, pleasantly situated on the edge of this town and facilities are good.
Applications, including full details and the names of referees should be sent to the Headmaster from whom further details of the school may be obtained.
MEDWAY DIVISION
THE HOLCOMBE SCHOOL
Rochester, Kent.
Co-educational, 1200 pupils.
Applications are invited from well qualified teachers for the post of teacher of PHYSICS or CHEMISTRY at the Upper Comprehensive School. Excellent facilities in a thriving Physical Science department sought who will seek to uphold the high standards of work and behaviour of the pupils of the School. Good opportunity for a teacher keen to promote and offer good prospects for promotion.
Letters of application, with the names of two referees to be forwarded to the Headmaster. (23570) 134828

### SUFFOLK
COUNTY UPPER SCHOOL
Bury St. Edmunds, Beeton's Way, Bury St. Edmunds
(Mixed comprehensive 13 - 18) (950 on roll)
Required from September 1982, a Scale 3 teacher of Physics and Chemistry to teach at all levels in the school.
Application forms and further details available from the Headmistress, stamped addressed envelope, please. (41578) 134825

### LINCOLNSHIRE
BOURNE COUNTY SECONDARY SCHOOL
ASSISTANT
Scale 1 - Roll 572
Required from summer term 1982 or as soon as possible to commence duties as teacher of Physical Science to CSE and 'O' level and Integrated Science in the Lower School.
Forms from the Divisional Officer, P.O Box 3, Council Offices, Eastgate, Sleaford, Lincs. N.G.34.7EA. Closing date 12 March. (22335) 134822

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RICHARDS LODGE HILL SCHOOL
Lake Road, Wimbledon, London SW19 7EU.
Tel: 01-946 2202
Headmistress: Miss H. D. Whale, M.A.
No. on roll: 780 girls, of whom 150 are in the 6th form.
Age range: 13-18 years
Required for September, 1982 a teacher of PHYSICS and MATHEMATICS in this fully comprehensive girls' school. We are looking for someone who can teach both subjects up to 'O' level, but who also has a keen interest in girls of only average ability and will enthuse them in both science and mathematics.
Scale II post could be available for relevant experience, but a good beginner would also be well considered.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (22878) 134822

### MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
Teaching Staff
LLWYNYWY VALLEY COMPREHENSIVE SCHOOL
Comprehensive School, St. Clears
Required for September, 1982. (Special Priority Allowance Payable). Graduate (Honours preferred qualified to teach Chemistry to C.S.E., 'O' and 'A' level with integrated science in the lower school. Ability to teach computer studies would be an additional recommendation. Scale 3.
Application forms, to be returned by 15th March, 1982, obtainable on receipt of a stamped addressed envelope from the District Education Officer, Caerphilly Education Offices, Caerphilly Road, Ystrad Mynach, Hengoed, Glamorgan.
Canvassing will disqualify. (fr. (23176) 134832

### HERTFORDSHIRE
QUEENSWOOD SCHOOL
Hoppsgrove Way, Brookmans Park, Hatfield
Headteacher: Mrs. A.M.B. Butler, M.A.
Required for September, 1982. Physicist to teach mainly Physics to specialist level in Advanced level work. Experience of mathematics teaching also desirable.
Scale II post may be available for relevant experience, but a good beginner would also be well considered.
Application forms and further details from the Headmistress, stamped addressed envelope, please. (23579) 134829

### OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL UPPER SCHOOL
Marston Ferry Road, Oxford, OX3 7ES
Group 13, + 19; Mixed N.O.R. 440; + 130 in the Vth Form
Required for September 1982, a Physics graduate capable of teaching Physics to 'A' and 'O' levels but sympathetic to the needs of pupils of all abilities. Our strong Science Department is looking for a candidate interested in Combined Science, Technology and Micro Computing.
Apply by letter to the Headteacher, naming two referees. Further details available from the Secretary. Closing date for applications a week from the appearance of this advertisement. (23349) 134830

### REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
BEAL HIGH SCHOOL
Woodford Avenue, Ilford
Redbridge, Ilford, IG4 5LP
Telephone: 01-550 2732
Head: M. J. Manuel, M.A.
Required for September 1982 a graduate Physicist to join a well established Department in this large comprehensive school of 1080 pupils (a Scale 2 post in form). A Scale 3 post is available for a suitably qualified applicant for Outer London Allowance is payable.
Further details and application forms are available from the Headteacher at the school, to whom completed forms should be returned as soon as possible. This will be a good opportunity to teach the subject up to 'A' level. (2326069 134829

### RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
CHRIST'S SCHOOL
Queen's Road, Richmond, Surrey TW10 6HG
(11 - 16 mixed Comprehensive)
Six form entry, ecumenical voluntary aided school for Anglicans and Roman Catholics.
A BIOLOGY TEACHER, SCALE 1 is required from 19th April, 1982 for a term only.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middx. TW1 3QB, to be returned to the Headmaster at the school by 10th March 1982. (1543) 134824

### ST HELENS
EDUCATION COMMITTEE
GRANGE PARK HIGH SCHOOL
Broadgreen, Nr. St. Helens WA10 3RY
(11 - 18 years mixed Comprehensive).
931 on roll, 87 in sixth form)
BIOLOGY (SCALE 1)
Required for September 1982 (A level work is available for a suitable applicant.
Application forms are available from the Head to whom they should be returned as soon as possible. (2510) 134823

### ST HELENS
EDUCATION COMMITTEE
PARR HIGH SCHOOL
Pixel Lane, St. Helens WA9 1HE
(11 - 18 years mixed Comprehensive. 1150 on roll, 91 in sixth form)
Age range: 13-18 years
Required for September, 1982 a teacher of PHYSICS preferably with some Mathematics for this developing voluntary aided mixed comprehensive girls' school, pleasantly situated in the North West of Hillingdon. A Scale II post may be available for a suitably qualified and experienced candidate.
Please apply in the first instance by letter to the Head giving details stating the names and addresses of two referees.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (22878) 134822

### ST HELENS
EDUCATION COMMITTEE
ROWLEY HIGH SCHOOL
Hard Lane, St. Helens WA10 6LS
(11 - 18 years mixed Comprehensive. 1412 on roll, 283 in sixth form)
PHYSICS (SCALE 1)
Required for September, 1982, to join a large well-established department with excellent modern facilities. Work is available at all levels including General Certificate of Education 'A' level.
Application forms are available from the Head to whom they should be returned as soon as possible. (2510) 134823

### ST HELENS
EDUCATION COMMITTEE
RUTTON HIGH SCHOOL
Cowley Hill, St. Helens
Comprehensive (1 350 on roll, 11-18 years mixed)
Sidns Road Ring, St. Helens, Merseyside
PHYSICS (SCALE 1)
Required to teach up to 'A' level. In charge of department, working in a team with two colleagues. Scale 3 post.
Application forms are available from the Head to whom they should be returned as soon as possible. (2510) 134823

### CAMBRIDGESHIRE
CAMBRIDGE AND COUNTY OF CAMBRIDGE COLLEGE OF ARTS AND TECHNOLOGY
Assistant Teacher of Mathematics
Required for September 1982 to teach some Mathematics to Higher National Certificate and Diploma level. Applicants should have a degree in Mathematics or equivalent qualification and preferably some teaching experience.
Application forms and details of the post may be obtained from the Personnel Officer, City of Cambridge College of Arts and Technology, Collier Road, Cambridge CB1 1PX. (SAE 1 size) (23) 134826

### ESSEX
ST. MARTINS SCHOOL
(0268 54040)
Dunlop Hill Lane, Hutton, Brentwood
Roll: 1,000
Required for September 1982 a teacher of PHYSICS (Scale 1).
Inner London allowances £759 per annum.
Application forms to be returned by 1st September, to whom further details may be obtained from Mr. D. Gould, B.Sc. at new address to the Headmaster at the school by 10th March 1982. (1543) 134824

### WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HORBURY (11 - 16) SCHOOL
MUSIC (SCALE 1) (1 NOV)
N.O.R. 1100
Required as soon as possible a Scale 1 Teacher of Biology and/or Physics to teach up to C.S.E. and G.C.E. ordinary level.
Application forms and further details available, on receipt of a stamped addressed envelope, from the Director of Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (23231) 134823

### WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
WILLENHALL COMPREHENSIVE SCHOOL
Lichfield Road, Willenhall WV13 2HD
TEACHER OF PHYSICS AND SCIENCE Scale 1
Required for September, 1982 or earlier if possible in this Comprehensive Community School. The Science Department is large and well equipped and Physics is taught at all levels up to Oxbridge entrance and Science to the 6th and 12th Forms, 1982.
Application should be made by letter to Dan Reed Teacher of Physics, giving the names and addresses of two referees, and curriculum vitae. The Authority is an equal opportunity employer. (23071) 134822

### WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN ST. THOMAS MORE R.C. HIGH SCHOOL
Wood Street, Newtown, Wigan WN6 8HS
(11 - 16 Mixed Comprehensive)
Required for Autumn Term, 1982, Teacher for PHYSICS (scale 1).
Application forms and further particulars available from and returnable to the Headteacher for this School (S.A.E. please). Closing date 12th March, 1982. Tel. No. 041 932 1982. (3221) 134822

### NORFOLK
HETHERSETT HIGH SCHOOL
Queens Road, Hethersett, Norwich NR9 3DA
Roll: 500 Mixed 12- 16 years
Required for September 1982 an assistant teacher for Science with Physical Education in charge.
Application forms and further particulars from and returnable to the Headteacher at the school by 10th March 1982. (23377) 134824

### WILTSHIRE
MARLBOROUGH COLLEGE
(600 boarders aged 13-18; 350 boys and 80 girls in sixth form)
Wanted for September 1982 a teacher to develop project technology with emphasis on electronics. Some physics teaching involved. Experience in metal work an advantage. The successful candidate will be responsible for the planning of a new Project Centre.
Salary above Burnham Scale 2.
Accommodation available.
Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) to the Headmaster to whom completed forms are returnable within 10 days. (23231) 134824

### AVON
CLEVEDON COMPREHENSIVE SCHOOL
Old Church Road, Clevedon, Avon. BS21 7YY
(0272 872140)
Required for September, 1982 in this 4 FE 11-18 comprehensive, 1,000 pupils on roll) with 170 in the Sixth Form:-
(a) A teacher of BIOLOGY (Scale 1) (with some work at 'A' level Science).
(b) A teacher of PHYSICS (Scale 1), capable of teaching up to 'A' level Physics (with Computer Studies) and/or Mathematics at 'O' level also required.
Apply direct to the Headmaster quoting two referees. Letter of application only is required, or receipt of s.a.e. (23024) 134825

### BERKSHIRE
DESBOROUGH SCHOOL
Shoppenhangers Road, Maidenhead SL6 2QB
(1,150 pupils)
Required for September 1982, a teacher of PHYSICS (scale 1) to join a lively and successful team in this well established boys' comprehensive school. Some experience of teaching Chemistry would be an advantage.
Apply in writing to Headmaster at the school (tel. 0628 23411) stating date when duties could be undertaken.

### ESSEX
ST. MARTINS SCHOOL
(0268 54040)
Dunlop Hill Lane, Hutton, Brentwood
Roll: 1,000
Required for September 1982 a teacher of PHYSICS (Scale 1).
Inner London allowances £759 per annum.
Application forms to be returned by 1st September, to whom further details may be obtained from Mr. D. Gould, B.Sc. at new address to the Headmaster at the school by 10th March 1982. (1543) 134824

### WILTSHIRE
MARLBOROUGH COLLEGE
(600 boarders aged 13-18; 350 boys and 80 girls in sixth form)
Wanted for September 1982 a teacher to develop project technology with emphasis on electronics. Some physics teaching involved. Experience in metal work an advantage. The successful candidate will be responsible for the planning of a new Project Centre.
Salary above Burnham Scale 2.
Accommodation available.
Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) to the Headmaster to whom completed forms are returnable within 10 days. (23231) 134824

### BERKSHIRE
SOUTH LANDS SCHOOL
Northumberland Avenue, Reading
N.G.R. 930
A comprehensive school for 11-18 years on expanding on two sites requires a teacher of Biology and/or Physics to teach mainly in the Upper School. Where the sciences are taught at 'A' level.
TEACHER OF PHYSICAL EDUCATION required as soon as possible to teach girls in the Upper School.
Applicants likely to teach Mathematics in the Lower School will be given preference.
Application forms, which should be returned within 14 days of the appearance of this advertisement, are available on receipt of a stamped addressed envelope from the Headmaster, South Lands School, Northumberland Avenue, Reading RG2 7PW. (23231) 134824

### CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HYRDIAN VALLEY HIGH SCHOOL
St. Peters Avenue, Sowerby Bridge, HX6 2RS
Required for August, 1982 in this 11-16 mixed comprehensive 1,000 pupils) a graduate PHYSICIST to teach Physics to 'A' level and Chemistry to 'O' level. Experience in teaching Mathematics to 'O' level would be an advantage.
Application forms and further details obtainable on receipt of foolscap s.a.e. Completed application forms should be returned within 14 days of the appearance of this advertisement. (23231) 134824

## Social Studies

## Heads of Department

### DORSET
HENRY HARBIN SECONDARY SCHOOL
Wimbourne Road, Poole, Dorset
Co-educational, age range 11 - 16, current roll 1,300).
Required for September, 1982, HEAD OF GENERAL STUDIES DEPARTMENT.
Scale 3. A particularly well qualified and experienced teacher may be offered Scale 4. The department provides for 5 periods per week for pupils who are above the required standard to be entered for the C.S.E. examination and to be a realistic aim to the majority of pupils to be entered for the course is at present receiving special attention. Environmental Studies. There is unique opportunity for a teacher with energy and enthusiasm.
Apply in writing for further details to the Headmaster, Henry Harbin School, Wimbourne Road, Poole, Dorset BH15 2BB. Tel. Parkstone 733911. (23231) 134824

## Speech and Drama

## Scale 2 Posts and above

### HAMPSHIRE
THE WILDERN SCHOOL
Hatch Warren, Basingstoke RG22 4EU
(1,116 Comp. Mixed N.O.R. 1600
Some Scale 2
Latter of application with full curriculum vitae, names and addresses of two referees (preferably telephone numbers) to Chief Assistant to the Master.

### LEICESTERSHIRE
LOUGHBOROUGH WOODBROOK VALE HIGH SCHOOL
In the Leicestershire plan for the re-organisation of secondary education
11 - 14 High; Roll 912
CO-ORDINATOR OF EXPERIENTIAL ARTS - Scale 2
Required August for this new purpose-built 11 - 14 High school, an experienced and dedicated teacher to assist in the development of the curriculum of the school and to take particular responsibility for fostering an understanding of the nature of man's development. His responsibilities within both local and global contexts.
Required Against for this new purpose-built 11 - 14 High school, an experienced and dedicated teacher to assist in the development of the curriculum of the school and to take particular responsibility for fostering an understanding of the nature of man's development. His responsibilities within both local and global contexts.
Required Against for this new purpose-built 11 - 14 High school, an experienced and dedicated teacher to assist in the development of the curriculum of the school and to take particular responsibility for fostering an understanding of the nature of man's development. His responsibilities within both local and global contexts.
Prospective candidates will be sent further details on receipt of a s.a.e.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. R. Harris, Headteacher, c/o Education Department, County Hall, Leicester. (23191) 135630

## Scale 1 Posts

### CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Temporary full-time supply teacher graduate required from Easter till Christmas 1982 to teach Biology throughout the school to A' level.
Applications in writing including a full curriculum vitae (no application forms) with names of three referees to the Headmistress as soon as possible. (23324) 135628

## Sixth Form and Tertiary Colleges

## Headships

### BARNET
LONDON BOROUGH OF BARNET
HENDON SIXTH FORM COLLEGE
Greenhouse Road, N. Finchley N12
(1 145 1910
Mixed 650 students
READY FOR OPENING September 1982. Colleg is at present in Group 1 but is expecting the Secretary of State to go the Tripartial Review April 1982. Salary will be paid accordingly.
Application forms and further details (S.A.E) obtainable from and returnable to Director of Education and Service, Town Hall, Friern Barnet, N11. Closing date 16th March, 16th February 1982. (23146) 140010

## Deputy Headships
## Second Masters/ Mistresses

### BRISTOL
ST. BRENDAN'S V.A. R.C. SIXTH FORM COLLEGE
(650 pupils) Road, Brislington, Bristol BS4 5RG
Principal: September 1982.
1. Assistant Mistress for Maths and Computer Studies able to teach to Advanced Level. Scale 3.
2. Assistant in the Business Studies Department able to specialise in Secretarial Skills. Scale 2.
3. Assistant for Design and Technology able to specialise in Metalwork. Scale 2.
Further details from the Principal. Closing date two weeks from date of this advertisement. (23233) 140009

### SOMERSET
YEOVIL COLLEGE
Yeovil
For September 1982:- 1) Lecturer Grade 1 in BRICK METALWORKING to teach C and G Brick Masonry Courses up to C and G 150 Welding Course. Ability to offer General Engineering and Science. First year Craft Course an advantage.
2) Lecturer Grade 1 in MATHEMATICS to teach Mathematics to range of courses from Remedial to 'O' level.
Application forms and details (SAE) from Director of Resources, Yeovil College, Mudford Road, Yeovil, BA21 4DR. Tel. (0935 - 25991 Ext. 238).
Closing date: 12th March, 1982. (34089) 140022

### YEOVIL
SOMERSET COUNTY COUNCIL
EDUCATION DEPARTMENT
PENSWORTH HOUSE SCHOOL
Penswortham Drive, Dover
(Group 4(e))
Appointment of Head Teacher for pupils with severe learning difficulties.
Application invited for the appointment of Head Teacher for this residential school for boys and girls aged 5 - 19 years to commence duties from 1st September, 1982.
Further details and application forms from the Division-al Education Officer, The Bridge Terrace, Dover, Kent CT16 1QX (Tel. 0304 - 206191) to whom they should be returned by 5th March, 1982.
This is a readvertisement. Previous applicants will be reconsidered automatically. (23373) 140016

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. AUGUSTINE'S C.E. (VOLUNTARY AIDED) SCHOOL
PORTAL HOUSE SCHOOL
Mrs. K. Bellman, M.A.
Course up to C and G 150 Welding Course. Ability to offer General Engineering and Science. First year Craft Course an advantage.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. R. Harris, Headteacher, c/o Education Department, County Hall, Maidstone. (23191) 135630

## Scale 1 Posts

### CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Temporary full-time supply teacher graduate required from Easter till Christmas 1982 to teach Biology throughout the school to A' level.
Applications in writing including a full curriculum vitae (no application forms) with names of three referees to the Headmistress as soon as possible. (23324) 135628

## Sixth Form and Tertiary Colleges

## Headships

### BARNET
LONDON BOROUGH OF BARNET
HENDON SIXTH FORM COLLEGE
Greenhouse Road, N. Finchley N12
(1 145 1910
Mixed 650 students
READY FOR OPENING September 1982. Colleg is at present in Group 1 but is expecting the Secretary of State to go the Tripartial Review April 1982. Salary will be paid accordingly.
Application forms and further details (S.A.E) obtainable from and returnable to Director of Education and Service, Town Hall, Friern Barnet, N11. Closing date 16th March, 16th February 1982. (23146) 140010

## Deputy Headships
## Second Masters/ Mistresses

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Principal: September 1982.
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Further details from the Principal. Closing date two weeks from date of this advertisement. (23233) 140009

### SOMERSET
YEOVIL COLLEGE
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For September 1982:- 1) Lecturer Grade 1 in BRICK METALWORKING to teach C and G Brick Masonry Courses up to C and G 150 Welding Course. Ability to offer General Engineering and Science. First year Craft Course an advantage.
2) Lecturer Grade 1 in MATHEMATICS to teach Mathematics to range of courses from Remedial to 'O' level.
Application forms and details (SAE) from Director of Resources, Yeovil College, Mudford Road, Yeovil, BA21 4DR. Tel. (0935 - 25991 Ext. 238).
Closing date: 12th March, 1982. (34089) 140022



## SECONDARY TECH STUDIES
continued

### SHEFFIELD
CITY OF EDUCATION
DEPARTMENT
Birkdale School, Beata Crescent, Sheffield S11 9RT - (0742 589981)
Required for September a teacher of Boys Craft Scale 1.
Applications by letter, including full curriculum vitae, to the Headmaster within one week of the appearance of this advertisement. (23310) 135418

## Scale 2 Posts and above

### DEVON
Please see displayed advertisement on page 30 (23519) 135420

### NEWHAM
LONDON BOROUGH OF NEWHAM
TRINITY SCHOOL
Barking Road, London E16 4DS
Head Teacher: Mr B. Thomas.
Number on roll: 1,000 boys.
Deputy Head: MR WOODWARK
Scale 3
Required as soon as possible, to take responsibility for Woodwork and Technical Studies, to examination level, to equipment of a new school, to examination level, to equipment of a new school, to assist the curriculum in the establishment and development of the curriculum of the school and to take particular responsibility for Woodwork and Technical Studies. Faculty which is an excellent workshop facilities. Scale 2 post. Allowance £759 plus Social Priority Allowance.
Application forms available (large s.a.e. plus 9" x 6" envelope, please) available from the Director of Education, to whom completed forms should be returned by 5th March 1982. Further details from Personnel Officer, Education Office, Broadway, London E15 4BG. (23148) 135480

## Scale 1 Posts

### BRENT
LONDON BOROUGH OF BRENT
SOUTH KILBURN HIGH (MIXED) SCHOOL
Malford Road, NW6.
(Roll 450, 11-18, Social Priority School).
Required for Summer term 1982 or September 1982 (if not) who can teach Graphic Communication and who is interested in the new developments in Technology and its links with Craft Design and Technology. The successful candidate would be required to teach Craft, which is developing an inter disciplinary course in Technology in the Upper School.
London allowance of £758 per annum payable. The post is fundamentally committed to multi-racial education.
Application forms (SAE) obtainable from the Head teacher returnable within 10 days. (23268) 135424

### NORFOLK
KING EDWARD VII HIGH
Gaywood Road, King's Lynn
Roll: 1,000 Mixed 11 - 18 years
Required September Scale 1 Craft, Design and Technology.
Apply immediately by letter, enclosing names of two referees and curriculum vitae, to the Headmaster. For further particulars send s.a.e. Removal expenses paid within Authorities scheme. (23274) 135426

### NORTHAMPTONSHIRE
HIGHAM FERRERS & RUSHDEN DISTRICT COUNCIL
Queensway, Higham Ferrers, Northants
New Co-educational Comprehensive School
Required for September 1982 a teacher of Social Science to teach mainly in the 4th and 5th years. Scale 2 post available for suitable candidate. Applications in writing to the Headmaster.

## Technical Studies

## Heads of Department

### SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
PRIORY ROAD SCHOOL
Priory Road, Sheffield S5 6AS
Head of Department: Mr. J. Brooks
Required for September 1982 a teacher of Craft, Design and Technology to be responsible for the organisation of the Craft, Design and Technology Department. Involvement in the curriculum will be extensive and will include the development of new courses with in the department and the introduction of new technology and/or techniques into existing courses.
Application forms and further details are available from the Headmaster, Mr. A.K. Harrison BA, on receipt of a foolscap s.a.e. stamped addressed envelope.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide choice of housing to buy in the area. (23073) 135422

### CROYDON
LONDON BOROUGH OF CROYDON
SELHURST BOYS' HIGH
The Crescent, Croydon, CR0 5LX
Tel: 01-688 0951/4
Tenable: 1 September 1982
Well qualified teacher of Design Technology required with a strong interest in Woodwork and Technical Drawing. Ability to teach Physics preferable. 'A' level in this subject is available in the school. The successful applicant will be allowed to develop his own workshop. A scale allowance will be paid. Assistance available for a experienced applicant. Applications from graduates are welcomed from teachers qualifying this year.
SALARY - Burnham Scale or as above with London Area Allowance.
Please send S.A.E. for application form (from end February) and returnable to Head Teacher at the above address as soon as possible. (23144) 135422

### NORFOLK
KING EDWARD VII HIGH
Gaywood Road, King's Lynn
Roll: 1,000 Mixed 11 - 18 years
Required September Scale 1 Craft, Design and Technology.
Apply immediately by letter, enclosing names of two referees and curriculum vitae, to the Headmaster. For further particulars send s.a.e. Removal expenses paid within Authorities scheme. (23274) 135426

### WILTSHIRE
MARLBOROUGH COLLEGE
(600 boarders aged 13 - 18; 350 boys and 80 girls in sixth form)
Wanted for September 1982 a teacher to develop project technology with emphasis on electronics. Some physics teaching involved. Experience in metal work an advantage. The successful candidate will be responsible for the planning of a new Project Centre.
Salary above Burnham Scale 2.
Accommodation available.
Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) to the Headmaster to whom completed forms are returnable within 10 days. (23231) 135424

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
THE HOLCOMBE SCHOOL
Rochester, Kent
Co-educational, 1200 pupils.
Applications are invited from well qualified teachers for the post of teacher of METALWORK and/or TECHNICAL DRAWING in this Upper Comprehensive School. Well equipped workshops and examination classes available. Applicants should be sought who will seek to uphold the high standards of work and behaviour of the pupils.
Letters of applications, with the names of two referees, to be forwarded to the Headmaster.
SEVENOAKS DIVISION
WILDERNESS SCHOOL
Seal Hollow Road, Sevenoaks, Kent TN15 0HJ
Required as soon as possible METALWORK SPECIALIST.
Applications are invited to fill a vacancy in the N.P.T. Team of five) for METAL-WORK SPECIALIST.
The Wilderness School is a Secondary School for approx-imately 1,000 boys, situated in 30 acres of pleasant rural area on the Kent/Surrey border.
Apply in writing to the Headmaster, giving the names of 2 referees and enclosing a s.a.e.'s. (23348) 135426

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. ANSELM'S RC SCHOOL
Stamp Avenue, Glodwick
Required for September 1982 at this 11 - 18 mixed comprehensive school of about 920 pupils, Scale 2 teacher of CRAFT, DESIGN AND TECHNOLOGY with ability in Graphic Communication and Craft for temporary post to August 1982. Special Priority Allowance payable.
Send for application form to the Head at the school, returnable to him immediately. (23251) 135429

### SHROPSHIRE
EDUCATION COMMITTEE
THE ABBEY SCHOOL
District Centre, Stirchley, Telford TF3 1PA
(13 - 18)
Required for September SCALE 2 TEACHER OF CRAFT, DESIGN AND TECHNOLOGY specialising in Engineering.
Application forms and further details from the Head (s.a.e.). (23052) 135446

### WILTSHIRE
MARLBOROUGH COLLEGE
(600 boarders aged 13 - 18; 350 boys and 80 girls in sixth form)
Wanted for September 1982 a teacher to develop project technology with emphasis on electronics. Some physics teaching involved. Experience in metal work an advantage. The successful candidate will be responsible for the planning of a new Project Centre.
Salary above Burnham.
Accommodation available.
Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) to the Headmaster to whom completed forms are returnable within 10 days. (23231) 135424

### WILTSHIRE
MATRAVERS SCHOOL
Westbury
(11 - 16, Mixed Comprehensive, 1090 on roll)
Required for 19th April, 1982 (or as soon as possible thereafter) a temporary teacher of Mathematics and Organic Communication. Scale 1 Post.
Applications to the Headmaster as soon as possible please. (23272) 135432

## Other than by Subject Classification

## Heads of Department

### LEICESTERSHIRE
LOUGHBOROUGH WOODBROOK VALE HIGH SCHOOL
In the Leicestershire plan for the re-organisation of secondary education. 11 - 14 High
Roll 912
HEAD OF FIRST YEAR - Scale Three
Required Against for this new purpose-built 11 - 14 High school, an experienced and dedicated teacher, to assist in the establishment and development of the curriculum of the school and to take particular responsibility for fostering and understanding the sensitive induction of the first, and subsequent intakes of pupils and to establish productive relationships with the feeder primary schools. The successful candidate will be required particular responsibility during the initial settlement of the school. Appointment at a salary to cover experience and skills they can offer in this connection.
Prospective candidate will be sent further details on receipt of a s.a.e.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. R. Harris, Headteacher, c/o Education Department, County Hall, Leicester. (23191) 135630

## Scale 2 Posts and above

### BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
THE FRANK MARKHAM SCHOOL
Woughton Campus, Rainbow Drive, Leadenhall, Milton Keynes MK6 5HG
Required for September 1982, a teacher (M/F) of Craft, Design and Technology in the Creative Studies Faculty. Scale 1.
This comprehensive school opened in 1978 in new building in Frank Markham Campus. 850) will have 1400 pupils 12 - 16 and 240 sixth formers within a few years. It has strong form-teacher support for pupils and developing community involvement.
Application forms and further details available from the Headmaster, Mr. A.K. Harrison BA, on receipt of a foolscap s.a.e. stamped addressed envelope.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide choice of housing to buy in the area. (23073) 135422

### DEVON
Please see displayed advertisement on page 30 (23519) 135420

### NEWHAM
LONDON BOROUGH OF NEWHAM
TRINITY SCHOOL
Barking Road, London E16 4DS
Head Teacher: Mr B. Thomas.
Number on roll: 1,000 boys.
Deputy Head: MR WOODWARK
Scale 3
Required as soon as possible, to take responsibility for Woodwork and Technical Studies, to examination level, to equipment of a new school, to examination level, to equipment of a new school, to assist the curriculum in the establishment and development of the curriculum of the school and to take particular responsibility for fostering an understanding of the nature of man's development. His responsibilities within both local and global contexts.
Required Against for this new purpose-built 11 - 14 High school, an experienced and dedicated teacher to assist in the development of the curriculum of the school and to take particular responsibility for fostering an understanding of the nature of man's development. His responsibilities within both local and global contexts.
Prospective candidates will be sent further details on receipt of a s.a.e.
Apply (no forms) with full particulars and names and addresses of two referees to Mr. R. Harris, Headteacher, c/o Education Department, County Hall, Maidstone. (23191) 135630

## Scale 1 Posts

### BRENT
LONDON BOROUGH OF BRENT
SOUTH KILBURN HIGH (MIXED) SCHOOL
Malford Road, NW6.
(Roll 450, 11-18, Social Priority School).
Required for Summer term 1982 or September 1982 (if not) who can teach Graphic Communication and who is interested in the new developments in Technology and its links with Craft Design and Technology. The successful candidate would be required to teach Craft, which is developing an inter disciplinary course in Technology in the Upper School.
London allowance of £758 per annum payable. The post is fundamentally committed to multi-racial education.
Application forms (SAE) obtainable from the Head teacher returnable within 10 days. (23268) 135424

### NORFOLK
KING EDWARD VII HIGH
Gaywood Road, King's Lynn
Roll: 1,000 Mixed 11 - 18 years
Required September Scale 1 Craft, Design and Technology.
Apply immediately by letter, enclosing names of two referees and curriculum vitae, to the Headmaster. For further particulars send s.a.e. Removal expenses paid within Authorities scheme. (23274) 135426

### WILTSHIRE
MARLBOROUGH COLLEGE
(600 boarders aged 13 - 18; 350 boys and 80 girls in sixth form)
Wanted for September 1982 a teacher to develop project technology with emphasis on electronics. Some physics teaching involved. Experience in metal work an advantage. The successful candidate will be responsible for the planning of a new Project Centre.
Salary above Burnham.
Accommodation available.
Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) to the Headmaster to whom completed forms are returnable within 10 days. (23231) 135424

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
THE HOLCOMBE SCHOOL
Rochester, Kent
Co-educational, 1200 pupils.
Applications are invited from well qualified teachers for the post of teacher of METALWORK and/or TECHNICAL DRAWING in this Upper Comprehensive School. Well equipped workshops and examination classes available. Applicants should be sought who will seek to uphold the high standards of work and behaviour of the pupils.
Letters of applications, with the names of two referees, to be forwarded to the Headmaster.
SEVENOAKS DIVISION
WILDERNESS SCHOOL
Seal Hollow Road, Sevenoaks, Kent TN15 0HJ
Required as soon as possible METALWORK SPECIALIST.
Applications are invited to fill a vacancy in the N.P.T. Team of five) for METAL-WORK SPECIALIST.
The Wilderness School is a Secondary School for approx-imately 1,000 boys, situated in 30 acres of pleasant rural area on the Kent/Surrey border.
Apply in writing to the Headmaster, giving the names of 2 referees and enclosing a s.a.e.'s. (23348) 135426

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. ANSELM'S RC SCHOOL
Stamp Avenue, Glodwick
Required for September 1982 at this 11 - 18 mixed comprehensive school of about 920 pupils, Scale 2 teacher of CRAFT, DESIGN AND TECHNOLOGY with ability in Graphic Communication and Craft for temporary post to August 1982. Special Priority Allowance payable.
Send for application form to the Head at the school, returnable to him immediately. (23251) 135429

### SHROPSHIRE
EDUCATION COMMITTEE
THE ABBEY SCHOOL
District Centre, Stirchley, Telford TF3 1PA
(13 - 18)
Required for September SCALE 2 TEACHER OF CRAFT, DESIGN AND TECHNOLOGY specialising in Engineering.
Application forms and further details from the Head (s.a.e.). (23052) 135446

### WILTSHIRE
MARLBOROUGH COLLEGE
(600 boarders aged 13 - 18; 350 boys and 80 girls in sixth form)
Wanted for September 1982 a teacher to develop project technology with emphasis on electronics. Some physics teaching involved. Experience in metal work an advantage. The successful candidate will be responsible for the planning of a new Project Centre.
Salary above Burnham.
Accommodation available.
Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) to the Headmaster to whom completed forms are returnable within 10 days. (23231) 135424

### WILTSHIRE
MATRAVERS SCHOOL
Westbury
(11 - 16, M

SPECIAL EDUCATION
continued

## Deputy Headships
## Second Masters/ Mistresses

### WARWICKSHIRE

TYNTESFIELD SPECIAL SCHOOL
Oversley Ford, Alcester, Warwickshire B49 6DY

Residential Housefather required at the above school which caters for 13 boys and 30 girls from deprived backgrounds and consequently of a disturbed nature.

Salary scale: £3480 - £5586 (additional increments for qualified staff). Deduction of £486 per annum for meals, with remission during school holidays. Rent payable is currently under review.
Appointment subject to satisfactory medical and x-ray examination.

Application forms and further particulars from the Head at the school. (41360) 160013

### REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

LITTLE HEATH SCHOOL
Reinault Road, Little Heath, Romford, RM6 5NX

(Tel No 01 599 4864)

Headteacher: Mr. T.D. Bishop, Dip Ed.

Required for September 1982 DEPUTY HEAD/TEACHER-IN-CHARGE (Group 6(S)) for secondary pupils with moderate learning difficulties. The successful applicant's precise duties will be determined in the light of his/her own interests and experience but these could include development of the lower school curriculum and home/school liaison. This school, which has good facilities, places strong emphasis on practical teaching skills and involvement.

Outer London Allowance is payable and there is a scheme of assistance with removal and lodging expenses.

Further details and application forms are available from the Headteacher to whom they should be returned by 15th March, 1982. This is a pre-retirement and if previous applicants wish to be considered they should indicate this by letter. (23040) 160012

Cheshire

HESDEN GREEN SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN

## Headteacher (Group 6(S))

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of the above named School which caters for 116 children in the age range 2–16+, all of whom have physical disabilities and many of whom have additional learning difficulties, including hearing impairments.

There is weekly boarding provision for up to 30 resident pupils.

An additional qualification in special education is regarded as a requirement for this important post.

Application forms available from D. L. King Esq., District Education Officer, Education Offices, Watling Street, Northwich. Tel: Northwich 3961. Closing date 19th March 1982.

Appointment of

## Head Teacher

LINGFIELD HOSPITAL SCHOOL
St Pier's Lane, Lingfield, Surrey. RH7 6PW

Applications are invited from suitably qualified and experienced candidates for the above resident or non-resident post which falls vacant on 1 September, 1982.

The Hospital School is a non-maintained residential special school providing medical care and education for 300 children and young adults aged 6–16. Provision is also made for extended education to the age of 19 or transfer to a Further Education Unit for industrial/commercial experience in selected cases.

Most of the pupils suffer from epilepsy and other neurological impairments and may have physical disabilities.

The Head Teacher is a key member of a multi-disciplinary team and is responsible to the Management Committee through the Medical Director for all aspects of school administration.

The salary grading falls within Group 9 (S) £13,881–£15,033 plus London Weighting per annum.

Interviews are expected to take place in the week commencing 19 April, 1982.

Further information may be obtained from the Medical Director to whom detailed applications with three referees should be submitted by 29 March, 1982.

## ALLERTON PRIORY RESIDENTIAL SPECIAL SCHOOL

Allerton Road,
Liverpool L25 7UP
Telephone: 051-428 1047

Education and care of E.S.N.(M) Girls (age range 6–16+ years) with additional emotional problems, from all areas of British Isles.

Application to Headmistress, through Education Authority.

# APPOINTMENTS IN SCOTLAND

## FIFE REGIONAL COUNCIL
## SOCIAL WORK DEPARTMENT
## RIMBLETON HOUSE

## Deputy Principal

### Salary £8,733–£11,526

Rimbleton House offers facilities to children of all ages who require emergency reception into care, assessment (residential and day), on-going care and treatment and special education on a residential or day basis. The Centre is purpose built and comprises five self-contained small units and extensive educational provision.

Applicants must hold a professional qualification in Education, Psychology or Social Work and have had relevant experience in one or more of these fields.

Canvassing directly or indirectly will disqualify.

Informal enquiries and visits are welcomed and arrangements for these should be made by contacting Mr John M. Clark, Principal at Glenrothes (0592) 756181.

Application form and detailed information available from:

Personnel Department
Fife House
North Street
Glenrothes
Fife.

Tel: Glenrothes 754411. Extn. 351/349/392.

To whom completed form should be returned not later than Monday 8th March 1982. Ref. Number DP/59/126/TES/24764.

### EDINBURGH
LORETTO SCHOOL
DIRECTOR OF MUSIC

This independent non-denominational boys' boarding school, with Sixth Form girls requires for September 1983 a Director of Music to take charge of music in both the Junior and Senior schools.

The successful applicant will administer a lively Department of One full time assistant and thirteen visiting teachers, organise music teaching throughout the school (age 8 - 18), arrange concerts, the music for Speech Days etc., and be Chairman of Lorretonians Concert Society. Applicants must be good organists with experience of Classical Music teaching, Orchestral and Choral Conducting.

Further details from The Headmaster, to whom applications, accompanied by names and addresses of two referees should be sent; Loretto School, Musselburgh, Near Edinburgh. (41354) 170000

### TEACHING POST.

Southannan, an independent registered List "G" school whose parent body is Quarrier's Homes, requires a Teacher.

The unit caters for 19 boys and girls aged 8 - 16 who have severe emotional, social and/or educational problems.

The successful applicant will join two other teachers and the Deputy Principal in providing an educational programme. He/she will be expected to work closely with all other staff to create a therapeutic environment.

The post is non-residential.

Salary: Scale + appropriate responsibility payments

Further information and application forms from Mr. J. Devereux, Deputy Principal, Quarrier's Homes, Bridge of Weir, Renfrewshire, Scotland. Telephone No. Fairlie 2005 (033267) 170000

### EDINBURGH
MERCHISTON CASTLE SCHOOL

Required from September, 1982 a well qualified graduate to develop the teaching of Craft Design and Technology throughout the School.

For full particulars please write to the Headmaster, Merchiston Castle School, Colinton, Edinburgh, EH13 0PU. (41355) 170000

### EDINBURGH
MERCHANT COMPANY SCHOOLS

THE MARY ERSKINE SCHOOL

Required for 23rd August, 1982 a Mathematics graduate who is qualified to teach Physics to 'O' Grade. The successful candidate will be expected to take a leading part in the development of Computer Studies throughout the School. Experience in teaching Computer Studies would be an advantage. The School is fully equipped with a Commodore Computer and Computer Terminal.

Salary according to Scottish national scale.

Further particulars may be obtained from the Principal, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh, EH4 3EZ, giving full details of qualifications, experience (if any) and quoting reference DSMC/82 with the names of two referees. (24380) 170000

### GLASGOW
KELVINSIDE ACADEMY
Glasgow

(H.M.C. Grant-Aided)

ECONOMICS

From September term, 1982, a Master to teach Economics to S.C.E. Higher Grade, with subsidiary duties, and possibly English or French to Junior classes. A willingness to help with games and/or C.C.F. will be a strong recommendation.

Applications, with curriculum vitae and names of two referees, should be sent to the Rector, Kelvinside Academy, Kirklee Road, Glasgow W12 0SW. (23252) 171000

### EDINBURGH
MERCHIESTON CASTLE SCHOOL

Required from September, 1982 a well qualified graduate to develop the teaching of Craft, Design and Technology throughout the School.

For full particulars please write to the Headmaster, Merchiston Castle School, Colinton, Edinburgh, EH13 0PU. (41355) 170000

### EDINBURGH
MERCHANT COMPANY SCHOOLS

DANIEL STEWART'S AND MELVILLE COLLEGE

Geography Teacher

Required from 25th August, or possibly earlier, to teach the subject at all levels.

Applicants must be registered or be eligible for registration. Salary according to Scottish national scale.

Please apply to The Principal, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh, EH4 3EZ, giving full details of qualifications, experience (if any) and quoting reference DSMC/82 with the names of two referees. (24380) 170000

### NORTHAMPTONSHIRE

WELLINGBOROUGH FAIRLAWN SCHOOL
Spring Gardens,
Wellingborough, Northants
NN8 2AA

(ANNEX) MAIDWELL,
roll 70, age range 8 - 16 years.

Required, as soon as possible:

1. A teacher Scale 2 (a) to be responsible for assessment, development and implementation of the lower school curriculum. Knowledge of and interest in non-verbal communication would be an advantage as would an additional qualification in Special Education.

2. A teacher Scale 2 (a) to be responsible for development and implementation of the curriculum in the Department of the School. Special Education Provision and Training Centres will be an essential component. Experience of pre-vocational skill training and/or links with industry would be advantageous. The successful candidate will be allocated the places for 12 children.

Further details and application forms available from the Headteacher (SAE please). (23238) 160030

## Scale 1 Posts

### HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
PROVISION FOR HOMES
PREVOCATIONAL EDUCATION
Industrial Base, Hull

Teacher Scale 1
Required for September 1982 to work in the Lower/Middle Areas of this county to cater for children aged 13 - 16 with physical handicaps.

Previous experience of individual, group and class teaching of children with learning and physical problems desired, as is experience of multi racial/cultural situations.

Application forms available from the Head Teacher to be returned by 15th March, 1982. (23370) 160058

### NORFOLK
MORLEY HALL
NEAR WYMONDHAM

NORFOLK EDUCATION DEPARTMENT
RESIDENTIAL HOUSEPARENT

Required for a girls hostel with a full complement of 16 girls aged 11 to 16 years.

Senior Housefather/mother required to work with a team of two resident staff and two non-resident staff.

Salary: Scale 3 £5,586 per annum (plus £486 per annum for qualifications).

Housemother required to work with a team of two resident staff and two non-resident staff.

Salary: Scale 2 £4,680 per annum (plus £486 per annum for qualifications).

Appropriate forms for board, lodging and laundry for resident staff. Payment of Rates for non-resident staff. Assistance with removal expenses may be required.

Application forms and further particulars may be obtained from the County Personnel Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, to whom they should be returned by 19th March, 1982. (23376) 160058

### BERKSHIRE
NEWBRIDGE NURSERY SCHOOL
Newbridge Street, Windsor, Berkshire SL4 1AU

Required for September 1982 a Teacher in charge of a Special Unit for 15 children (3 - 5 years) with Special Educational Needs. Candidates should be able to offer both support and if possible, have interest in engaging the pupils in outside activities. The post offers a challenge to the right successful applicant to develop and own interests. Scale 2 (a) - 2 (b).

Applications are available from the Chief Education Officer, (Teachers Division), Shire Hall, Reading RG1 3EB, returned to Box 67, Bracknell Civic Offices, Bracknell, Berks RG12 1SH within 2 weeks of the appearance of this advertisement. (23312) 160028

Expanding project requires both person to complete our team working with pre-school children (three to five years) and parents. Prepared to live in an independent house. Approximately 20 hours per week evening duties essential.

Salary: £3,933 - £5,586 according to qualifications and experience.

Apply for further information: Mrs. Crawley 51993. (23033) 160028

Letters of application with a full curriculum vitae and the names of two referees should be sent to the principal, Miss Lindsay Brown, Box 5, Stirling, to arrive by Friday, 5th March. (23367) 160028

### BUCKINGHAMSHIRE
COUNTY COUNCIL
ORCHARD CLOSE EDUCATION AND ASSESSMENT CENTRE
All Saints Road, Aylesbury.
Required Easter, two teachers Scale 2 (a) to provide education for children in the 8yrs - 12yrs (exp) locality. Age range from 8 - 12.

Interest in unmet and/or Science an advantage.

Special Allowance may be payable for suitable candidate.

Assistance with removal expenses is given in approved cases.

Application form and further details of vacancy from and to be returned to Teacher in Charge. (23058) 160028

### KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
SPECIAL EDUCATION
HEARING-IMPAIRED
AUDIOLOGY

Part-time teacher of the Deaf/Education Audiologist required from 25th April or 1st May. Maternity leave. Duties include clinical audiology and peripatetic work with hearing-impaired children.

Salary: Burnham Scale 2, plus Special Schools Allowance and London Allowance.

Application form and further details from Mr. Reginald Hall, Principal Education Officer, Guildhall, Kingston upon Thames, Surrey KT1 1EU. Closing date 19th March, 1982. Interviews will be held on 29th March, 1982. Applications must be returned within two weeks of this advertisement. (41471) 160030

### WARWICKSHIRE
COUNTY SERVICE FOR CHILDREN WITH IMPAIRED HEARING

HEADTEACHER

Required September 1982, suitably qualified and experienced teacher of the deaf for the post of Headteacher of Unit initially containing 6 children in work with ordinary day school. Salary to be in accordance with Burnham Report, Scale 3. Travelling and subsistence allowances payable according to the Council's scale for essential car users.

Application form and further details available from the County Education Officer, PO Box 43, Northgate House, Warwick CV34 4SR. (Tel. 0926 410410 ext. 1127). Closing date 15th March, 1982. Previous applicants need not reapply. Canvassing disqualification. (23303) 160030

## Heads of Department

### HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Head of History Department
Required from 1st September, 1982 a male or female non-maintained special boarding and day school for physically handicapped boys and girls of average intelligence aged 8 to 16. Ability to teach History to G.C.E. level and C.S.E. with possibly A level sometimes. Excellent opportunities for curriculum development.

Scale 3(S). Additional £705 for extra duties. Accommodation may be available at a reasonable rent.

Foxlease S.A.E. for further details and application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants, GU34 4EN. (23011) 160014

### DERBYSHIRE EDUCATION COMMITTEE

MULTI-CULTURAL EDUCATION SUPPORT SERVICE

Head of Language Centre Scale 4 based in Derby

Required for September 1982 to head this centre for children of secondary age who need a period of specialised English language teaching before transferring to normal school.

Applications, Chief Education Officer, 1st March, 1982. Closing date, 22nd March, (23384)

Derbyshire County Council is an equal opportunity employer. (41355) 160016

## Scale 2 Posts and above

### DEVON
Please see display advertisement on page 56. (23350) 160030

### SUFFOLK
HILLSIDE ESN(S)
SPECIAL SCHOOL
Hitchcocks Place, Sudbury

Required for September 1982, TEACHER SCALE 3 with responsibility allowance for a class of about 10 children aged approximately 5 - 9 years. This is a newly-formed class to be opened in new purpose-built accommodation.

Applicants should be nursery/infant trained with experience in special education and preferably with an additional qualification for teaching children with special needs.

Further particulars and forms of application from the headteacher (see please) to be returned to the school as soon as possible. (41379) 160026

### WILTSHIRE
ALLINGTON BOYS' SCHOOL
Chippenham, Wilts. SN14 0JJ

Group 5(s)

N.O.R. 86

Teacher Scale 1 (special schools allowance) required from September 1982 or earlier if possible, to teach basic skills and develop maturity throughout the school. Ability to play the piano is essential. Allington is an ESN(M) mainly boarding school for children predominantly of secondary school age. Additional duties and allowance of £1,761 per annum payable for 37½ hours per week compulsory duties.

Application form and further details (S.A.E. please) from and returnable to the Headteacher by 17th March 1982. (23844) 160026

### SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
DESEARLAND SCHOOL FOR EMOTIONALLY DISTURBED PUPILS
Lindsay Road, Sheffield S5 0JA

Required for September 1982 a temporary teacher to work for one year with a small group of 11 - 16 year olds.

Candidates should be able to offer both support and if possible, have interest in engaging the pupils in outside activities. The post offers a challenge to the right successful applicant to develop own interests. Scale 2 (a) - 2 (b).

Applications are available from the Chief Education Officer, (Teachers Division), Shire Hall, Reading RG1 3EB, returned to Box 67, Bracknell Civic Offices, Bracknell, Berks RG12 1SH within 2 weeks of the appearance of this advertisement. (23312) 160028

Expanding project requires both person to complete our team working with pre-school children (three to five years) and parents. Prepared to live in an independent house. Approximately 20 hours per week evening duties essential.

Salary: £3,933 - £5,586 according to qualifications and experience.

Apply for further information: Mrs. Crawley 51993. (23033) 160028

Letters of application with a full curriculum vitae and the names of two referees should be sent to the principal, Miss Lindsay Brown, Box 5, Stirling, to arrive by Friday, 5th March. (23367) 160028

### NORTHAMPTONSHIRE

WELLINGBOROUGH FAIRLAWN SCHOOL
Spring Gardens,
Wellingborough, Northants
NN8 2AA

(ANNEX) MAIDWELL,
roll 70, age range 8 - 16 years.

Required, as soon as possible:

1. A teacher Scale 2 (a) to be responsible for assessment, development and implementation of the lower school curriculum. Knowledge of and interest in non-verbal communication would be an advantage as would an additional qualification in Special Education.

2. A teacher Scale 2 (a) to be responsible for development and implementation of the curriculum in the Department of the School. Special Education Provision and Training Centres will be an essential component. Experience of pre-vocational skill training and/or links with industry would be advantageous. The successful candidate will be allocated the places for 12 children.

Further details and application forms available from the Headteacher (SAE please). (23238) 160030

## Scale 1 Posts

### HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
PROVISION FOR HOMES
PREVOCATIONAL EDUCATION
Industrial Base, Hull

Teacher Scale 1
Required for the Summer Term plus Scale 1 teacher for September 1982 to work in the Lower/Middle Areas of this county to cater for children aged 13 - 16 with physical handicaps.

Previous experience of individual, group and class teaching of children with learning and physical problems desired, as is experience of multi racial/cultural situations.

Application forms available from the Head Teacher to be returned by 15th March, 1982. (23370) 160058

### NORFOLK
MORLEY HALL
NEAR WYMONDHAM

NORFOLK EDUCATION DEPARTMENT
RESIDENTIAL HOUSEPARENT

Required for a girls hostel with a full complement of 16 girls aged 11 to 16 years.

Senior Housefather/mother required to work with a team of two resident staff and two non-resident staff.

Salary: Scale 3 £5,586 per annum (plus £486 per annum for qualifications).

Housemother required to work with a team of two resident staff and two non-resident staff.

Salary: Scale 2 £4,680 per annum (plus £486 per annum for qualifications).

Appropriate forms for board, lodging and laundry for resident staff. Payment of Rates for non-resident staff. Assistance with removal expenses may be required.

Application forms and further particulars may be obtained from the County Personnel Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, to whom they should be returned by 19th March, 1982. (23376) 160058

### BERKSHIRE
NEWBRIDGE NURSERY SCHOOL
Newbridge Street, Windsor, Berkshire SL4 1AU

Required for September 1982 a Teacher in charge of a Special Unit for 15 children (3 - 5 years) with Special Educational Needs. Candidates should be able to offer both support and if possible, have interest in engaging the pupils in outside activities. The post offers a challenge to the right successful applicant to develop own interests. Scale 2 (a) - 2 (b).

Applications are available from the Chief Education Officer, (Teachers Division), Shire Hall, Reading RG1 3EB, returned to Box 67, Bracknell Civic Offices, Bracknell, Berks RG12 1SH within 2 weeks of the appearance of this advertisement. (23312) 160028

### HAMPSHIRE
THE MEADOW SCHOOL
Meadow Way, Fareham, Hants PO16 7AG

Required for September 1982 a teacher to work in a Unit for 8 children with severe emotional problems. Experienced teacher of 7 - 11 year olds with ability to make assessment, create and run a small unit. Scale 2 (a) - 2 (b) according to experience. Applications giving details of qualifications, experience and the names and addresses of two referees to the Headmaster, The Meadow School, Meadow Way, Fareham, Hants PO16 7AG. Closing date 15th March, 1982. (23369) 160028



SPECIAL EDUCATION
continued

### SOUTH DEVON
LUPTON HOUSE SCHOOLS

Assistant Teacher required at the above schools to teach basic subjects and a specialist subject (preferably science) to groups of boys with special emotional & 2 boys with special emotional problems.

Initially a short-term contract of one year but possibility of permanent Scale 1 or 2 if of permanent status.

Further details and application forms from Principal, Lupton House Schools, Lupton House, Lupton, Nr. Torquay, Devon, TQ11 0BH. Tel: Torbay Abbot. (23447) 160022

### HARINGEY
BOROUGH OF HARINGEY
SPECIAL EDUCATION
Adams Road, London N17.

Teacher required for Easter 1982, a full time teacher for two days each week on a temporary appointment to replace a teacher on maternity leave. Duties to take Needlework and/or Health Education as well as Science.

Interest teachers are welcome to visit the school.
Telephone 01-808 8866 for an appointment.

London Allowance £759 payable.

Application forms (S.A.E) may be obtained from the Chief Education Officer's Office, 48 - 64 Station Road, Wood Green, London N22 4TY and completed forms should be returned by 16th March 1982. The Authority is an equal opportunity employer. (23132) 160022

### SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
DESEARLAND SCHOOL FOR EMOTIONALLY DISTURBED PUPILS
Lindsay Road, Sheffield S5 0JA

Required for September 1982 a temporary teacher to work for one year with a small group of 11 - 16 year olds.

Candidates should be able to offer both support and if possible, have interest in engaging the pupils in outside activities. The post offers a challenge to the right successful applicant to develop own interests. Scale 2 (a) - 2 (b).

Applications are available from the Chief Education Officer, (Teachers Division), Shire Hall, Reading RG1 3EB, returned to Box 67, Bracknell Civic Offices, Bracknell, Berks RG12 1SH within 2 weeks of the appearance of this advertisement. (23312) 160028

Expanding project requires both person to complete our team working with pre-school children (three to five years) and parents. Prepared to live in an independent house. Approximately 20 hours per week evening duties essential.

Salary: £3,933 - £5,586 according to qualifications and experience.

Apply for further information: Mrs. Crawley 51993. (23033) 160028

Letters of application with a full curriculum vitae and the names of two referees should be sent to the principal, Miss Lindsay Brown, Box 5, Stirling, to arrive by Friday, 5th March. (23367) 160028

Druids Health Centre, Walsall Wood Road, Aldridge, Walsall

## CRAFTWORK TEACHER

### Burnham Scale II (S)
### Cedar School

Required as soon as possible, an experienced teacher to take responsibility for Craftwork (woodwork, metalwork and pottery). Craftwork shops in new purpose built school for up to 72 boys and girls with emotional and behavioural problems. Scale II post available for suitable applicant.

Barnardo's is a Christian child care association and offers conditions of service broadly in line with local authorities. Transferable pension.

For full details and application form ring Mark Priestly (Headteacher) on Aldridge 57212.

Barnardo's

THE MANOR HOUSE SCHOOL
Little Bookham, Surrey

Member of Governing Bodies of Girls' Schools Association

The Governors invite applications for the

## HEADSHIP

which becomes vacant on 1st September, 1982.

There are 180 girls in the school aged 4–16 years, including 30 boarders aged 8–16.

A wide range of subjects is offered to 'O' level to prepare the girls for Sixth Form courses at Public Schools and Sixth Form Colleges.

Salary not less than Burnham Scale Group 5.

Government Superannuation scheme.

Detached house in grounds available.

Further details and application forms may be obtained from the Chairman of the Governors, The Manor House School, Little Bookham, Surrey KT23 4EN. Telephone Bookham 58538. Closing date for applications 17th March, 1982.

### SUFFOLK
HILLSIDE ESN(S)
SPECIAL SCHOOL
Hitchcocks Place, Sudbury

Required for September 1982, TEACHER SCALE 3 with responsibility allowance for a class of about 10 children aged approximately 5 - 9 years. This is a newly-formed class to be opened in new purpose-built accommodation.

Applicants should be nursery/infant trained with experience in special education and preferably with an additional qualification for teaching children with special needs.

Further particulars and forms of application from the headteacher (see please) to be returned to the school as soon as possible. (41379) 160026

### WILTSHIRE
ALLINGTON BOYS' SCHOOL
Chippenham, Wilts. SN14 0JJ

Group 5(s)

N.O.R. 86

Teacher Scale 1 (special schools allowance) required from September 1982 or earlier if possible, to teach basic skills and develop maturity throughout the school. Ability to play the piano is essential. Allington is an ESN(M) mainly boarding school for children predominantly of secondary school age. Additional duties and allowance of £1,761 per annum payable for 37½ hours per week compulsory duties.

Application form and further details (S.A.E. please) from and returnable to the Headteacher by 17th March 1982. (23844) 160026

## Independent Schools

## Deputy Headships
## Second Masters/ Mistresses

### SHROPSHIRE
OSWESTRY SCHOOL
Co-educational Boarding School
(G.S.H.M.I.S.)
CROFT ROADS
SENIOR TEACHER (non resident) required September for co-educational day and boarding school to assist Resident Mistress for girls' discipline, and take second position in the English Department. Administrative and pastoral experience an advantage as well as an active out of School contribution. Salary: Senior Teacher Scale.

For full details and application forms, write to: The Headmaster, Oswestry High School, Oswestry, Shropshire, SY11 2TL. (23260) 160012

### SURREY
EPSOM COLLEGE
Girls Boys
594 boys; 43 girls (378 boarders; 216 day pupils)
Sixth Form of 170 pupils
Required September 1982, full-time qualified teacher of ART. Competence in all major artistic disciplines desirable, willingness to foster Art activities out of school hours essential. Accommodation available for suitable person. Own salary scale.

Please apply with full curriculum vitae and the names of two referees to Headmaster, Epsom College, Epsom, Surrey KT17 4JQ. (23253) 161224

### SUSSEX
WADHURST COLLEGE
Wadhurst, Sussex TN5 6JA
A Boarding School of Evangelical Anglican foundation for 280 girls (10 - 18).

Required for September 1982, a resident DEPUTY HEAD teaching Deputy Heads Scale duties. Music graduate, experienced in administration and timetabling, curriculum development and examination procedures. Class teaching required (state subject). The person appointed must be a committed Christian.

Write to the Headmistress, giving curriculum vitae and the names, telephone number and names, addresses and telephone numbers of three referees. (22815) 160012

### WILTSHIRE
GODOLPHIN SCHOOL
Salisbury

An Independent Boarding and Day School for 300 girls aged 11 - 18.

Deputy Head/Head of Sixth required for September 1982. Applications are invited from well qualified graduate teachers. Experience of administration and boarding school life highly desirable.

Applicants should submit a letter of application with full curriculum vitae, stating teaching subject offered and giving names and addresses of two referees to The Headmistress, Miss A.S. Hanney, M.A., Godolphin School, Salisbury SP1 2RA. (23300) 160012

## By Subject Classification

## Arts and Design

## Other Assistants

### HAMPSHIRE
WINCHESTER COLLEGE
Required September, Assistant Teacher of Art. Must be a graduate.

Apply giving curriculum vitae and the names of two referees, to the Headmaster, Winchester College, Winchester, SO23 9LX. (22823) 161224

### SURREY
EPSOM COLLEGE
Girls Boys
594 boys; 43 girls (378 boarders; 216 day pupils)
Sixth Form of 170 pupils
Required September 1982, full-time qualified teacher of ART. Competence in all major artistic disciplines desirable, willingness to foster Art activities out of school hours essential. Accommodation available for suitable person. Own salary scale.

Please apply with full curriculum vitae and the names of two referees to Headmaster, Epsom College, Epsom, Surrey KT17 4JQ. (23253) 161224

### CAMBRIDGESHIRE
WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JF.

(76 girls aged 7-11)

Applications are invited from suitably qualified and experienced teachers for the post of Head of Preparatory Department from September 1982. Salary Burnham Scale (according to qualifications). Westwood House is a Woodard School and the successful applicant will be a committed Christian preferably a communicant member of the Anglican Church.

Further particulars and forms of application from the headteacher (see please) to be returned to the school as soon as possible. (41379) 160026

### WILTSHIRE
GODOLPHIN SCHOOL
Salisbury

An Independent Boarding and Day School for 300 girls aged 11 - 18.

Deputy Head/Head of Sixth required for September 1982. Applications are invited from well qualified graduate teachers. Experience of administration and boarding school life highly desirable.

Applicants should submit a letter of application with full curriculum vitae, stating teaching subject offered and giving names and addresses of two referees to The Headmistress, Miss A.S. Hanney, M.A., Godolphin School, Salisbury SP1 2RA. (23300) 160012

## Other Assistants

### HAMPSHIRE
WINCHESTER COLLEGE
Required September, Assistant Teacher of Art. Must be a graduate.

Apply giving curriculum vitae and the names of two referees, to the Headmaster, Winchester College, Winchester, SO23 9LX. (22823) 161224

### SURREY
EPSOM COLLEGE
Girls Boys
594 boys; 43 girls (378 boarders; 216 day pupils)
Sixth Form of 170 pupils
Required September 1982, full-time qualified teacher of ART. Competence in all major artistic disciplines desirable, willingness to foster Art activities out of school hours essential. Accommodation available for suitable person. Own salary scale.

Please apply with full curriculum vitae and the names of two referees to Headmaster, Epsom College, Epsom, Surrey KT17 4JQ. (23253) 161224

### CUMBRIA
SEDBERGH SCHOOL
Cumbria LA10 5HG
Required for September 1982 a non-graduate teacher of CLASSICS at all levels, including A level. Scholarship. Accommodation is available.

Apply with telephone number to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG. Full curriculum vitae, the names of two referees and details of extra-mural interests. (23257) 161224

### WAKEFIELD
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Wakefield WF1 3QY
GIRLS' INDEPENDENT GRANT/INDEPENDENT (730 Boys: 180 in Sixth Form)
CLASSICS
The school's Classics Graduate is to be appointed in September 1982. Help with Games and some boarding duties. Scale 3 on an advantage. Salary is Burnham Scale 3 (Inner) plus £486 if candidate's experience and qualifications justify.

Applications giving details of age, qualifications, experience, and the names and addresses of two referees should reach the Headmaster (from whom additional details may be obtained) at the School as soon as possible. (23210) 161624

### SHREWSBURY
PACKWOOD HAUGH SCHOOL

A well qualified and experienced teacher is required in general science to teach to CSE and O level standard. Ability to teach Physics and Chemistry to A level an advantage. This is a temporary post.

Applications to the Headmaster's Secretary. (23295) 161624

## Computer Studies

## Other Assistants

### CAMBRIDGESHIRE
THE PERSE SCHOOL FOR GIRLS
Union Road, Cambridge CB2 1HF

Required for April or September, 1982, experienced part-time teacher to help with Computing teaching in 11 - 16 age range (5 - 10 hours).

An interest in the development of software and in the development of computer aided learning of school subjects would be an advantage.

Please apply, with details of qualifications and experience, and the names and addresses of two referees to the Headmistress. (23352) 161624

## Economics

## Other Assistants

### EAST SUSSEX
ST BEDE'S SCHOOL
The Dicker, Nr. Hailsham
Required for September, 1982 a qualified teacher to introduce Economics as a Sixth Form subject and to combine this with teaching of either Geography or History or Business Studies. Varied opportunities in this expanding school for responsibilities on the boarding side or in the coaching of major games.

Please apply in writing, with full C.V. and names of two referees to the Headmaster. (23205) 162224

### GLASGOW
KELVINSIDE ACADEMY
Glasgow

(H.M.C., grant-aided)

ECONOMICS

From Winter Term, 1982, a master to teach Economics to S.C.E. Higher Grade, with subsidiary duties, and possibly English or French to Junior classes. A willingness to help with games and/or C.C.F. will be a strong recommendation.

Applications, with curriculum vitae and names of two referees, should be sent to the Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 0SW. (23252) 171000

### DORSET
BRYANSTON SCHOOL
Blandford, Dorset

Assistant master or mistress required immediately to teach Latin at least to 'O' Level standard. Familiarity with Cambridge Latin Course would be an advantage. This is a temporary post.

Applications to the Headmaster's Secretary. (23295) 161624

## Other Assistants

### BEDFORDSHIRE
BEDFORD MODERN SCHOOL
HMC independent 4+ D.S.O.
1900 boys - 370 in VIth Form

ENGLISH
Required for one year from September 1982, a full time graduate teacher of English who would welcome an opportunity to teach at all levels, including the A level Sixth Form. Salary by negotiation. Generous terms paid. Private medical insurance.

Applications, writing to the Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT. (23265) 162424

### HAMPSHIRE
WINCHESTER COLLEGE
Required for summer term temporary post of tutor in ECONOMICS up to A level.

Apply to Headmaster, Winchester College, Winchester SO23 9LX. (23246) 161224

### KENT
TONBRIDGE SCHOOL
HMC Boarding/Day School for 650 Boys

Qualified good Honours Graduate (1st, 2nd, or with a few years experience), required for September 1982 to join strong Geography department. In addition the post will include duties in Sixth Form Politics and some other subject. Ability to teach English History or Geography up to G.C.E. 'O' level desirable to extra curricular activities would be an added recommendation.

Salary Burnham plus with possibility of/accommodation. Fine Headmaster. Tonbridge School, Tonbridge, Kent TN9 1JP, with full curriculum vitae, the names of two referees and details of extra mural interests. (23257) 161624

### WAKEFIELD
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Wakefield WF1 3QY
GIRLS' INDEPENDENT GRANT/INDEPENDENT (730 Boys: 180 in Sixth Form)
CLASSICS
The school's Classics Graduate is to be appointed in September 1982. Help with Games and some boarding duties. Scale 3 on an advantage. Salary is Burnham Scale 3 (Inner) plus £486 if candidate's experience and qualifications justify.

Applications giving details of age, qualifications, experience, and the names and addresses of two referees should reach the Headmaster (from whom additional details may be obtained) at the School as soon as possible. (23210) 161624

### SHREWSBURY
PACKWOOD HAUGH SCHOOL

A well qualified and experienced teacher is required in general science to teach to CSE and O level standard. Ability to teach Physics and Chemistry to A level an advantage. This is a temporary post.

Applications to the Headmaster's Secretary. (23295) 161624

### LIVERPOOL
LIVERPOOL COLLEGE
(H.M.C.)
Queens Drive, Mossley Hill, Liverpool L18 1EB

REQUIRED FOR SEPTEMBER 1982. Young graduate to teach SCIENCE and MATHS. Also GENERAL STUDIES at all levels to University entrance standard. A growing department. Ability to teach French, games and/or CCF will be considered. Interests in extra-curricular activities would be an advantage. Accommodation probably available.

Apply with full curriculum vitae and names of two referees to the Headmaster. Please send for prospectus. (23241) 161624

### DEVON
PLYMOUTH COLLEGE
Headmaster: Conference/Day & Boarding School
700 pupils, Sixth Form 220.
Required for September 1982 graduate to teach English throughout to the sixth principally to 'O' level. Willingness to help with the School Library and/or Drama would be welcomed. Ability to teach English for foreign students, Classics or Religious Instruction. A Scale post may be offered to a suitable candidate.

Application to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 8AT, with full details including the names of two referees. (23288) 162424

### ESSEX
FELSTED SCHOOL
Required for September 1982, an English teacher for A level, an Assistant Teacher for a one year temporary appointment, and a Music Master with responsibility for the School Choir. Applicants should be graduates with a very successful English degree and experience up to and 'A' level. One of the posts involves taking several choirs of Drama in the School. Strong interest in games or other extra-curricular activities plus experience with boys' hockey or cricket would be welcomed as additional bonus.

Apply by letter, March to, Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and names of two referees. (23510) 162424

### NORTH YORKSHIRE
INDEPENDENT SCHOOLS - ECONOMICS

Other Assistants:
AMPLEFORTH COLLEGE

Required for September, 1982, for one year, a temporary graduate teacher of economics to G.C.E. 'A' Level. This will provide opportunities for the boarding side of the School and would suit particularly, but not necessarily, welcome applications from those with a desire to coach games within the school. A residential post is available.

Please apply in writing, with full C.V., and names of two referees to the Headmaster. (23212) 162424

### EAST SUSSEX
ST LEONARDS-MAYFIELD SCHOOL
Independent R C School for Girls, Boarding and Day 520 in the School, 145 in VI Form Ages 11-18
Required for September, 1982 full-time graduate to teach English to O level and A level. Burnham Scale according to qualifications and experience.

Please apply with curriculum vitae and names of three referees, to the Headmistress, The Old Palace, Mayfield, East Sussex, TN20 6PH, by Friday, 12th March, 1982. (41355) 162424

### GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
Required for September 1982, a good honours graduate in English to teach throughout the school up to A level. This post will be particularly suitable for a first appointment.
Burnham Scale 1.

Please apply to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham GL50 3AZ, giving full curriculum vitae and the names and addresses of two referees. (23455) 162424

### HAMPSHIRE
NORTH FORELAND LODGE
Sherfield-on-Loddon, near Basingstoke
Required for graduate English teacher required September 1982 to share responsibilities for teaching throughout independent girls' boarding school to O and A level. Also able to help with games/drama an advantage. Resident or non-resident. Burnham Scale. Please apply Headmistress. (23178) 162424

### KENT
THE JUNIOR SCHOOL OF ST LAWRENCE COLLEGE
GROUNDWELL ROAD
BOARDING AND DAY
Required for September 1982 to teach English to Sixth Form level in this School of 140 boys. The ideal candidate is aged 25-35 and has successful exper

INDEPENDENT ENGLISH
continued

SURREY

GUILDFORD HIGH SCHOOL
Church Schools Company Ltd.,
Lindon Road, Guildford, Surrey.
Required for September well-qualified ENGLISH Honours graduate to teach English to Ordinary and Advanced Level and Oxbridge entry. An interest in the school magazine would be welcome. Candidates are invited to mention any other extra curricular activities in which they are particularly interested. Scale 3.
Please apply by letter to the Headmistress enclosing curriculum vitae and the names of two referees. (82806)

## Geography

## Heads of Department

BERKSHIRE

DOWNE HOUSE
Cold Ash, Newbury, Berks. RG18 9JJ
Independent Boarding School for 330 girls.
Required September, 1983, Head of Geography. Experience in teaching Advanced Level and Oxford and Cambridge entry desirable.
A willingness to help with Outdoor Recreational pursuits would be an advantage.
Burnham Scale 3.
Apply to the Headmistress with curriculum vitae and the names of two referees. (82068) 182818

PETERBOROUGH

WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JF
(Eastern Division of the Voluntary Controlled Category)
(317 girls aged 7 - 18)
Required (in September 1983 or January) qualified teacher of Geography to teach throughout the school to 'O' and 'A' level.
Apply in writing with c.v. and names of two referees to the Headmistress. (82514) 182818

## Other Assistants

DERBYSHIRE

MARIST CONVENT SENIOR SCHOOL
Sugnall Hall, Ascot, Berks. SL5 7DZ
Required for 21st April 1983 TEACHER OF GEOGRAPHY. Full time to share the teaching from first to sixth forms. Experience in teaching Human Geography to 'O' and 'A' level pupils essential. Duties to commence in September, but could be earlier.
Apply to the Headmistress with full details of qualifications and the names of two referees. (83004) 182824

BIRKENHEAD

BIRKENHEAD SCHOOL
Required for September, 1983, Graduate to teach Geography throughout the school. Good honours graduate essential. Good allowance available.
Apply names of two referees to: The Headmaster, Birkenhead School, Birkenhead, Head/L43 2HA. (82868) 182824

CUMBRIA

SEDBERGH SCHOOL
Required for September 1983 a good honours graduate to teach Geography to 'O' and 'A' levels, including 'A' level and Oxbridge candidates. Accommodation is available.
Apply with telephone number to the Headmaster, Sedbergh School, Sedbergh, Cumbria, LA10 5HD, giving curriculum vitae, the names of two referees and details of extra mural interests. (82824) 182824

## History

## Heads of Department

EAST SUSSEX

ST LEONARDS-MAYFIELD SCHOOL
Independent R C School for Girls. Boarding and Day. 520 in the Senior School.
Form Ages 11-18
Required for September 1983 graduate teacher of History to teach throughout the School to 'O' and 'A' level. Experience of teaching Ancient History desirable but not essential. Full qualifications and experience to be stated.
Apply in writing with full curriculum vitae and the names of two referees to the Headmistress. (82514) 182818

## Other Assistants

DERBYSHIRE

MARIST CONVENT SENIOR SCHOOL
Sugnall Hall, Ascot, Berks. SL5 7DZ
Required for 21st April 1983 TEACHER OF GEOGRAPHY. Full time to share the teaching from first to sixth forms. Experience in teaching Human Geography to 'O' and 'A' level pupils essential. Duties to commence in September, but could be earlier.
Apply to the Headmistress with full details of qualifications and the names of two referees. (83004) 182824

BIRKENHEAD

BIRKENHEAD SCHOOL
Required for September, 1983, Graduate to teach Geography throughout the school to 'O' and 'A' level. Good allowance available.
Apply names of two referees to: The Headmaster, Birkenhead School, Birkenhead, Head/L43 2HA. (82868) 182824

CUMBRIA

SEDBERGH SCHOOL
Required for September 1983 a good honours graduate to teach Geography to 'O' and 'A' levels, including 'A' level and Oxbridge candidates. Accommodation is available.
Apply with telephone number to the Headmaster, Sedbergh School, Sedbergh, Cumbria, LA10 5HD, giving curriculum vitae, the names of two referees and details of extra mural interests. (82824) 182824

## History

## Heads of Department

EAST SUSSEX

ST LEONARDS-MAYFIELD SCHOOL
Independent R C School for Girls. Boarding and Day. 520 in the Senior School.
Form Ages 11-18
Required for September 1983 graduate teacher of History to teach throughout the School to 'O' and 'A' level. Experience of teaching Ancient History desirable but not essential. Full qualifications and experience to be stated.
Apply in writing with full curriculum vitae and the names of two referees to the Headmistress. (82514) 182818

## Other Assistants

BEDFORD

BEDFORD HIGH SCHOOL
Assistant required for September 1983. Honours graduate to teach History throughout the school to Ordinary and Advanced Level and Oxbridge entry. An interest in the school magazine would be welcome. Candidates are invited to mention any other extra curricular activities in which they are particularly interested. Scale 3.
Please apply by letter to the Headmistress enclosing curriculum vitae and the names of two referees. (82806) 182824

GWENT

MONMOUTH SCHOOL
Monmouth, Gwent NP5 3XP
HMC 540 boys 11 - 18.
Boarding and day.
Required for September 1983 a young, well qualified graduate able to teach History to university entrance standard.
Willingness to take a full part in extra-curricular activities essential.
Burnham Scale 3.
For further details write to the Headmaster, to whom all applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible.
(84515) 183824

HERTFORDSHIRE

KARE BASHERS' ASKE'S SCHOOL
Queens Road, Hatton, Middlesex TW14 9QS
Independent (Direct Grant after 1985) boys - 300 (in sixth)
Required for September, a well qualified graduate to teach HISTORY to 'O' and 'A' Scholarship level, together with GENERAL ENGLISH in years 1 - 4.
Rab with games. Societies or General Studies welcome.
Salary, generously based on Burnham with good London allowance, possibly above scale 1 for a suitably experienced candidate. Government superannuation and free life insurance. Removal expenses paid where applicable.
Apply with full tabulated c.v. and names of two referees to the Headmaster. (82807)

MIDDLESEX

HAMPTON SCHOOL
HMC - Co-ed - 1,630 boys + 240 in Sixth Form
Required for September 1983 honours graduate to teach History throughout the school. Scale 3 post for suitable applicant plus Outer London and Hampton allowances.
Further information available. Application with full details and names of two referees to the Headmaster, Hampton School, Hampton Road, Hampton, Middx. TW12 3HD. (84208) 183824

## Home Economics

## Heads of Department

NORTH YORKSHIRE

HARROGATE LADIES' COLLEGE
A Girls' Boarding School of the Methodist Church
A vacancy will arise, due to retirement, for qualified and experienced Teacher to take charge of HOME ECONOMICS and NEEDLEWORK from September, 1983. Accommodation facilities include Study-Bedroom, Cookery Room, Gym and Swimming Pool. Duties are well established, but opportunity exists for suitable candidate to take the post on a one-year contract.
Apply in writing with full personal details and the names of two referees, to the Headmistress, Miss Queen Richborough, Harrogate Ladies' College, Harrogate, North Yorkshire, as soon as possible. (83013) 183818

## Other Assistants

KENT

BASTON SCHOOL
Manor Bromley, Kent.
Qualified teacher required in September to assist in teaching of Needlework to 'O' level.
Apply: Headmistress with curriculum vitae and the names of two referees. (81836) 183024

LONDON E17

[illegible] Girls' School
[illegible] Graduate required for September 1983 to teach Geography throughout the School to 'O' level and Sixth Form. The term will [illegible] Geography to 'A' level. Experience [illegible] Geography to 'A' level [illegible] Geography to 'A' level [illegible] Geography to 'A' level

INDEPENDENT SCIENCE
continued

WILTSHIRE
MARLBOROUGH COLLEGE Wiltshire
1600 boarders aged 13 - 18: 950 boys and 650 girls in Sixth form)
Wanted for September 1982 a teacher to develop project technology with emphasis on electronics. Some physics teaching involved. Experience in metal work an advantage. The successful candidate will be responsible for the planning of a new Project Centre. Salary - above Burnham. Accommodation available.
Applications (with curriculum vitae and names, address and preferably telephone numbers of two referees) and enquiries to The Master, Marlborough College, Wiltshire SN8 1PA. (28317) 184824

## Speech and Drama

## Other Assistants

GWENT
HABERDASHERS' MONMOUTH SCHOOL FOR GIRLS
(650 girls from 7 - 18 years) (Boarding Preparatory School for 1st September, 1982. As well as teaching drama the person appointed will organise a junior drama club, and contribute to the general Sixth Form course. The post will be a member of the English Department. Burnham Scale. Accommodation available if needed.
Applications and names of two referees to the Head Mistress before 24th March 1982. (23059) 185824

SURREY
PARSONS MEAD
Ashtead, Surrey
GIRLS' INDEPENDENT DAY AND BOARDING SCHOOL
Ages 11 - 18 years.
GBP5,424 PER ANNUM
Required September 1982 - a full time specialist teacher of Speech & Drama. The successful candidate will be responsible for individual and group private lessons throughout the Junior & Senior Schools in preparation for the examinations set by the Guild(hall) School of Music and Drama, and School productions which include one major play per year. In addition the candidate will share in the teaching of English in the first two years of the Senior School.
Salary post (Burnham) for a suitably qualified and experienced person. London Fringe Allowance. Government superannuation.
Apply in writing to Headmistress with names and addresses of two referees. (23015) 185824

SURREY
CHARTERHOUSE
Required for September 1982, teacher of DESIGN AND TECHNOLOGY to join a expanding department. Applicants should have experience in a wide range of materials and will be required to assist in the teaching of O and A Level Design and Technology in the new purpose-built Technical Centre.
Applications, with telephone numbers and names addresses and telephone numbers of two referees to Headmaster, Charterhouse, Godalming, Surrey. (22855) 185424

WARWICKSHIRE
WARWICK SCHOOL
(H.M.C.)
Independent/Assisted Places: 580 boys)
Required for September 1982, a well qualified teacher of CRAFT, DESIGN AND TECHNOLOGY with particular interest in work in wood. The successful candidate will be involved in the expansion of the department. Ability to coach games, especially Hockey and Cricket, will be an advantage in applying for the post, which could be a first or second appointment. Burnham Scale according to experience plus Warwick School allowance.
Further details may be obtained from the school.
Apply with curriculum vitae and names and addresses of two referees to The Headmaster, Warwick School, Warwick CV34 6PP by 24th March 12th. (21807) 185424

## Other than by Subject Classification

## Other Assistants

BEDFORD
ST. ANDREW'S SCHOOL
Kimbolton Road, Bedford.
Required for September 1982 a teacher of HISTORY/ECONOMICS to O level. The successful candidate will be responsible for the planning of a new Project Centre. Salary - above Burnham. Accommodation available.
Applications (with curriculum vitae and names, addresses and telephone numbers of two referees) and enquiries to the Headmaster. Homefield Preparatory School, Senior Department, Salisbury Road, Winkton, Christchurch, Dorset BH23 7AR. (23047) 185424

CLEVELAND
YARM SCHOOL
(Independent Grammar School for Boys)
Required for September, 1982 TEACHER TO TEACH ELECTRONICS AND PHYSICS
It is intending to add ELECTRONIC SYSTEMS to the school's 6th form options and therefore a most creative opportunity exists for a person of drive and initiative. Whilst the new subject is being established the teacher will play to certain extent in other PHYSICS/GENERAL SCIENCE to the lower years of the school. There is also a very active electronic group organised as part of the school's extra-curricular programme and help in the running of this would be expected. Salary above Burnham.
Apply in writing curriculum vitae and two references to: The Headmaster, Yarm School, Grammar School, Yarm, Cleveland TS15 9EP. (23140) 185624

CROYDON
CROYDON HIGH SCHOOL FOR GIRLS
GPDST, Old Farleigh Road, Selsdon, South Croydon CR2 8YB
Required for September 1982, TWO well qualified graduate teachers for classes in the 11 - 16 age range. Experience not essential though desirable in at least one of the posts. An interest in the Sciences or Music would also be an advantage. Burnham Scale.
Written applications to the Head Mistress with curriculum vitae if available, and names and addresses of two referees. (34548) 185624

LONDON W.C.1.
Required urgently experienced tutor for F/T and P/T post to teach 'A' level Pure Mathematics.
For interview please telephone the Registrar or write enclosing Curriculum Vitae.
Central S.C.E. Studies College, 8 Bernard Street, London W.C.1. 01-837-6622. (opposite Russel Square Station). (41244) 185624

LONDON
KENSINGTON HIGH SCHOOL
(JUNIOR SCHOOL)
London W8 7RP
(The Girls' Public Day School Trust)
A Upper Phillimore Gardens (609 girls Independent Day School) required for September 1982 Assistant experienced Teacher(s):
(i) to teach General Subjects to 6 - 8 year old girls and to specialise in teaching of Art to girls up to age 12 plus.
(ii) to teach General Subjects to 7 - 8 year old girls.
Burnham Scale plus Inner London Allowance.
Apply to the Headmistress without delay enclosing curriculum vitae and the names and addresses of two referees. (23259) 185624

SURREY
SURBITON HIGH SCHOOL
(Church Schools Company Ltd.)
Kingston upon Thames, Surrey.
Required for September 1982, a Senior Mistress (Reception Class of 5 year olds - 7 year olds) essential.
LONDON ALLOWANCE
SCALE: BURNHAM ASSESSMENT FOR PERANNUATION
Apply to the Headmistress enclosing curriculum vitae and the names and addresses of two referees. (23033) 185624

SUSSEX
ST. MARY'S HALL C OF E INDEPENDENT PUBLIC SCHOOL
(approx. 360 girls)
TEACHING APPOINTMENT
Required in September, 1982, a fully qualified form teacher for 6 hours per week. Experience not essential, but applicants should be graduates. Superannuation.
Apply with full details of qualifications and experience to The Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 0JY. (23237) 185624

WEST SUSSEX. Masters/Mistresses/Matrons requiring posts in Independent Schools should apply with details to Lodsworth Employment Bureau, Marringdean Road, Billingshurst, W. Sussex. (26021) 185624

## Preparatory Schools

## Headships

CAMBRIDGESHIRE
ST MARY'S CONVENT
Independent Day School. 600 girls aged 3 - 18
HEAD OF PREPARATORY
Required for September 1982 as a temporary appointment for one year, to take charge of 11 - 13 age group.
Applicants should be practising Catholics, and Head of Juniors who has taken one of the 10% forms, with experience in the general direction of the Headmistress but with a responsible for the organisation of the Preparatory Department, which is on a separate site. Burnham Scale 3 post available for a suitably qualified and experienced applicant.
Applications in writing with curriculum vitae and the names of two referees to the Headmistress, Mary's Convent, Bateman Street, Cambridge CB2 1LY. (34547) 200012

MIDDLESEX
ST. MARTIN'S SCHOOL
Northwood
(A.P.S. (260 day boys; 40 boarders, aged 8 - 13)
Post may be available in September 1982 for suitably qualified and experienced teacher.
Further details see under 'Assistants other than by Subject Classification'. (23268) 200012

NORTH YORKSHIRE
CUNDALL MANOR
The Governors of this I.A.P.S. boarding and day school invite applications for the Headwoman's post which will come vacant in August 1982. Applicants should preferably be married and should have suitable qualifications and preparatory school experience. Ages between 30 and 40, and it is hoped that the new Head will be a communicant member of the Church of England with an enthusiasm and ability to organise school activities.
Further details are available from the Secretary to the Governors, Cundall Manor, Helperby, York YO6 2RW. Applications by 15th March. (30045) 200010

NORTHAMPTONSHIRE
NORTHAMPTON HIGH SCHOOL
(GDST)
Northampton.
Required for September a well qualified and experienced teacher of Biology to participate in the science department. Grade and salary to be in accordance with the Burnham Report. The Head of Classics requires a well qualified assistant to help with Latin. Ability to coach games in addition to Hockey and Cricket, and to help in boarding would be essential. Burnham Scale and salary. Accommodation available for single person. Superannuation.
Apply with the names of two referees to the Headmistress, Northampton High School, Northampton GPDST. (41408) 200010

## Deputy Headships
## Second Masters/ Mistresses

CAMBRIDGESHIRE
ST MARY'S CONVENT
Independent Day School. 600 girls aged 3 - 18
HEAD OF PREPARATORY
Required for September 1982 as a temporary appointment for one year, to take charge of 11 - 13 age group.
Applicants should be practising Catholics, and Head of Juniors who has taken one of the 10% forms, with experience in the general direction of the Headmistress but with a responsible for the organisation of the Preparatory Department, which is on a separate site. Burnham Scale 3 post available for a suitably qualified and experienced applicant.
Applications in writing with curriculum vitae and the names of two referees to the Headmistress, Mary's Convent, Bateman Street, Cambridge CB2 1LY. (34547) 200012

## By Subject Classification

## Arts and Design

## Heads of Department

LONDON NW8
ARNOLD HOUSE SCHOOL
A London Road, St John's Wood, London NW8 6PU
Required in September, 1982, a new post and one full time new post and one full time graduate assistant to teach Art to classes of mixed ability. Class numbers limited to 20 per room. Currently Lower Burnham Scale salary, plus London and Inner Allowances. Government Superannuation.
Apply with the names of two referees to the Headmaster at the address above. (49804) 201478

## Other Assistants

SOMERSET
ART AND CRAFT
Required for September, 1982 by small co-educational boarding school in rural Somerset, a well qualified teacher to take Art and Craft throughout the school. Duties essential: Responsibility for accommodation. Salary: Burnham Scale plus special allowance.
Applications in writing with c.v. names and telephone numbers of two referees to the Headmaster Blundells Preparatory School, Tiverton EX16 4DN. (23032) 201524

## English

## Heads of Department

WORCESTERSHIRE
MALVERN HALLS
Junior School required for September 1982 to take charge of the English Department in this 7 - 13 years co-educational day school. Applicants should be graduates, preferably with a Diploma in Education. The ideal candidate is aged 25 - 35 years, has had experience in teaching to public school standard, and is keen to develop drama and performance in the French language. Burnham Scale. Applications with full details of qualifications and experience, together with the names and addresses of two referees to Mrs. Jeanne Wood, Malvern Halls, Wynds Point, Malvern, Worcs. WR14 4RD. (23249) 200214

## Other Assistants

KENT
Required for September qualified teacher for English to 13 plus combined with 11 plus work in the Junior School. Music and Games. Initiative, Ability to coach rugby football and cricket essential. Vital qualities include enthusiasm and experience to undertake boarding duties and other school activities.
Apply the Headmaster, full with C.V., Qualifications and names of two referees to Headmaster, Yorkwood Bank, York YO1 5BW. Closing date for applications 15th March. (23242) 200010

## History

## Other Assistants

SHREWSBURY
WOODARD SCHOOLS
Prestfelde
Shrewsbury
(Boys' Preparatory School in this preparatory school of 240 boys, 11 - 13 years of age, with enthusiastic teacher of History to O level (preferably with ability to coach rugby and cricket, and to help in boarding) will be necessary. Accommodation available for single person. Burnham Scale plus allowance.
Applications with curriculum vitae and names of two referees to the Headmaster, Prestfelde, Shrewsbury SY2 6NZ. (32456) 202824

## Mathematics

## Other Assistants

BUCKINGHAMSHIRE
Required for September, 1982 by Preparatory School in South Bucks (11 - 13 years) a graduate who is a qualified member of staff preferably with pre-school experience to teach mathematics to 'O' level with the possibility of teaching Physics up to 'O' level (preferable). The successful candidate would be expected to take an active part in the life of the school. Free board and lodging in a single person or help with the purchase of accommodation in the locality. Salary in excess of Burnham Scale.
Applications together with full details of qualifications and names of two referees to the Headmistress, Mary's Preparatory School, Beaconsfield, Buckinghamshire HP9 2UN. (41301) 203424

CHESHIRE
POWNALL HALL SCHOOL
Wilmslow, Cheshire, SK9 4LW
This IAPS Day School of 190 girls, 7 - 13, moves to Wilmslow in 1983, a qualified MATHEMATICS graduate is required to start initially in the Middle Forms. Boys may be prepared for entry at 11+ to local independent schools and at 13+ to Public Schools (GCE or Scholarship). Examinations. The school has a strong tradition of games with Middle and Senior games mistresses (lacrosse, cricket, athletics) and willingness to take a part in the life of the school essential. Single accommodation can be made available.
Application with C.V. and names and telephone numbers of two referees to the Headmistress as soon as possible. (23285) 203424

HAMPSHIRE
HURSTFIELD SCHOOL
Yateley
(I.A.P.S. Boarding 127 boys, 113 girls)
MATHEMATICS
Required for September 1982, a teacher to be Head of the Maths Department. Limited Accommodation available for single person. Burnham Scale. (Inner London Allowance). Apply to the Headmaster by 1st March. Tel: Yateley 872286. (A1431) 203424

SEAFORD
SCHOOL for Boys, required immediately, Graduate Mistress to take Maths. (Science Sixth). Apply to the Headmaster, Tel: Seaford 890448. (23255) 203424

## Other Assistants

KENT
Required for September qualified teacher for English to 13 plus combined with 11 plus work in the Junior School. Music and Games. Initiative, Ability to coach games and gymnasium activities essential. Vital qualities include enthusiasm and experience to undertake boarding duties and other school activities.
Apply the Headmaster, full with C.V., Qualifications and names of two referees to Headmaster, York YO1 5BW. Closing date for applications 15th March. (23242) 200010

## Modern Languages

## Other Assistants

KENT
French teacher needed to level in the Junior School. Also to coach games. Single accommodation available.
Apply The Headmistress, The Hall, Tunbridge Wells, Kent TN3 9JH. (23087)

KENYA
ST. ANDREWS SCHOOL
TURI
Kenya
Required for September 1982 a teacher of Physical Education. Duties to include coaching games, especially Rugby and Hockey. Applicants should be graduates and preferably have a Diploma in Physical Education. Salary according to experience and qualifications plus Overseas allowance.
Apply to Headmaster. (23237) 204824

WEST SUSSEX
GREAT BALLARD
School, Chichester
(APS day/boarding for 100 boys) requires to teach French to Scholarship and Teacher with right experience for administering coaching scheme in two new courts, in addition to games. Candidates must be keen Scouts. Subjects should include Geography.
Apply Headmaster. (23137) 204824

## Science

## Other Assistants

DORSET
HOMEFIELD SCHOOL
(Independent School for Boys Reading and 7 - 13) 700 on roll
Approx. 400 Senior Department 13-18
Required for SEPTEMBER 1982, a full-time PHYSICS teacher to 'O' level (preferably). The successful candidate will be an enthusiast for the subject who is willing to participate in the full life of the School.
Apply in writing, with full curriculum vitae and references, to Mr. Peter Gardner, Homefield School, Wood Road, Sidcup DA15 7AZ. (23236) 204824

BERKSHIRE
LAMBROOK
Winkfield Row, Bracknell
Required for September 1982 a one term only, to cover maternity leave, graduate teacher of Science to teach Biology to 'O' level. Good accommodation provided.
Please apply in writing to Mrs. Gill Bevan, Lambrook, Winkfield Row, Bracknell, Berks RG12 8PA. (23276) 204824

WORCESTERSHIRE
H. MICHAEL'S COLLEGE
Tenbury Wells, Worcs.
(An Associated Woodard School)
C.H.Y.I. - P. 499
Required for September 1982 a graduate teacher of Science to take charge of the Junior Science Department and to teach up to 'O' level. The ideal candidate is aged 25 - 35 years, has had experience in teaching to public school standard, and is keen to develop drama and performance in the French language. Burnham Scale. Applications with full details of qualifications and experience, together with the names and addresses of two referees to Mrs. Jeanne Wood, Malvern Halls, Wynds Point, Malvern, Worcs. WR14 4RD. (23249) 204824

## Physical Education

## Heads of Department

LONDON
ARNOLD HOUSE SCHOOL
A Londonderry Road, St John's Wood, London NW8 6PU
Required in September, 1982, a well qualified graduate to take charge of the Physical Education Department. Applicants should have a good record of achievement in games, especially Rugby and Cricket, and be willing to help with Boarding. Burnham Scale plus allowance according to experience and qualifications plus Inner London allowance.
Apply for curriculum vitae and names and addresses of two referees to Burnham Scale.
Apply for curriculum vitae and names and addresses of two referees to the Headmaster, Arnold House School, Wavertree Road, London SW2 5SG. (23237) 204824

## Other than by Subject Classification

## Other Assistants

BEDFORDSHIRE
RUSHMOOR SCHOOL
(Boys' Preparatory School 460 boys 8-16. Boarders 135 boarders)
Required September 1982, a qualified teacher of Science to take charge of the Science Department. Burnham Scale. Applicants will be looking for a first-rate teaching ability, to help with games (rugby, cricket, athletics) and to help with boarding. Single accommodation available for boarding house duties. Superannuation.
Apply in writing, giving full details of qualifications and experience, and the names of two referees to The Headmaster, Rushmoor School, 39/40 Bedford Road, Aldershot, Hants GU11 3DL. (23241) 205624

CANTERBURY
ST EDMUND'S JUNIOR SCHOOL
Required September 1982: Lady Teacher to teach French and Geography to 'O' level. Games to coach girls' games activities, with one afternoon free. Apply in writing with full details of qualifications and experience to The Headmaster, St. Edmund's Junior School, Canterbury, Kent CT2 8EU. (23251) 205624

DEVON
Exeter (CATHEDRAL CITY)
Required in January, Devon. Art Teacher. Chorister Assistant. Science Teacher for September, 1982. Assistant Teacher of Mathematics to 'O' level. Salary Burnham Scale. Assistant Teacher of Geography to 'O' level. Salary Burnham Scale. Assistant Teacher of Physical Education to 'O' level. Salary Burnham Scale. Assistant Teacher of Biology to 'O' level. Salary Burnham Scale. Assistant Teacher of Classics to 'O' level. Salary Burnham Scale. Assistant Teacher of Modern Languages to 'O' level. Salary Burnham Scale. Assistant Teacher of Music to 'O' level. Salary Burnham Scale. Assistant Teacher of Art to 'O' level. Salary Burnham Scale. Assistant Teacher of Drama to 'O' level. Salary Burnham Scale. Assistant Teacher of Religious Studies to 'O' level. Salary Burnham Scale. Assistant Teacher of Economics to 'O' level. Salary Burnham Scale. Assistant Teacher of Geography to 'O' level. Salary Burnham Scale. Assistant Teacher of History to 'O' level. Salary Burnham Scale. Assistant Teacher of Mathematics to 'O' level. Salary Burnham Scale. Assistant Teacher of Physics to 'O' level. Salary Burnham Scale. Assistant Teacher of Chemistry

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continued

### GRIMSBY

**GRIMSBY COLLEGE OF TECHNOLOGY**

**DEPARTMENT OF SCIENCE AND FOOD TECHNOLOGY**
**LECTURER II IN PROCESS ENGINEERING**

The person appointed will be expected to contribute to the teaching of food processing engineering and possibly to process operations and chemical engineering. A dependant upon hons qualification and experience. The courses involved range from City and Guilds to graduate levels. Some post-graduate lecturers and possibly research would be available to a suitable candidate.

Qualifications: Degree or equivalent in process engineering, food engineering, food technology or relevant discipline. Experience in industry and/or teaching would be an advantage.

**LECTURER II IN FOOD SCIENCE/TECHNOLOGY**

(Temporary for one year only)

The successful applicant will be required to lecture on a number of different courses in Food Science/Technology from ONC to Graduate level.

Qualifications: Degree or equivalent in a relevant subject area, teaching or industrial experience would be an advantage, but is not essential.

For both the above posts Burnham Scale 1: £6,483 - £10,431 (under review). Starting date: April/May 1982.

Apply to: The Acting Principal, Grimsby College of Technology, Nuns Corner, Grimsby DN34 5BQ. Closing date: 8th March 1982. (03197) 220026

### HAMPSHIRE

**CRICKLADE COLLEGE**
**SWINDON**
**DEPARTMENT OF SCIENCE AND TECHNOLOGY**
**LECTURER II IN MICRO-ELECTRONICS**

Required from January 1982 to be in charge of current micro-electronics courses and to develop this expanding area of work within this purpose-built tertiary college. The person selected would be expected to teach on a range of day-release courses including TEC, Electronics Endorsement to O Level, Physical Science and short courses concerned with industrial applications of microprocessors.

Salary £6,483 - £10,431 on Burnham Further Education Scale. Application forms and further particulars from the Principal, Cricklade College, Chantry Way, Andover, Hants, SP10 1EJ (Telephone Andover 52411). 13.3.82 220026

### HARROW

**LONDON BOROUGH OF HARROW**
**HARROW COLLEGE OF HIGHER EDUCATION**
**READVERTISEMENT**

Applications are invited for the following post:

**LECTURER GRADE I - 0.6**

to work as a LITERACY TRAINING OFFICER within the Adult Literacy team in the Department of Adult Studies, to be responsible to the Adult Literacy Organiser for training and organising support for voluntary tutors and for some student assessment.

Salary as per FE Burnham Committee scale (pro rata) for a lecturer I £6534 - £8529 per annum plus London Allowance £498 per annum.

Further details and application form obtainable from the Principal's Secretary, Harrow College of Further Education, Lowlands Road, Harrow, Middlesex HA1 3AQ to whom completed applications should be returned by 12 March 1982. (03143) 220026

### ISLE OF MAN

**COLLEGE OF FURTHER EDUCATION**
**DEPARTMENT OF GENERAL EDUCATION**

Required for September, 1982, a lecturer I in Psychology. Candidates should also be able to offer Mathematics to G.C.E Ordinary Level or Degree standard.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March, 1982. (02705) 220026

### ISLE OF MAN

**ISLE OF MAN COLLEGE OF FURTHER EDUCATION**
**DEPARTMENT OF GENERAL EDUCATION**

Required for September, 1982, Lecturer I in Computer Studies and Economic History. Candidates should also be able to offer Economics to G.C.E. Advanced Level.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March, 1982. (02705) 220026

### ISLE OF MAN

**COLLEGE OF FURTHER EDUCATION**
**DEPARTMENT OF GENERAL EDUCATION**

Required for September, 1982, Lecturer I in English Language and Communications.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March, 1982. (02705) 220026

### ISLE OF MAN

**BOARD OF EDUCATION**
**ISLE OF MAN COLLEGE OF FURTHER EDUCATION**
**DEPARTMENT OF ENGINEERING**

Required for September, 1982, Lecturer I in Engineering Subjects (electrical) leading to Part III Electrical subjects to T.E.C. A.M.I.E.E. diploma (Mechanical) leading to degree courses up to part III level and City and Guilds foundation courses.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March, 1982. (02705) 220026

### ISLE OF MAN

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**DEPARTMENT OF GENERAL EDUCATION**

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Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March, 1982. (02705) 220026

### KENT

**COUNTY COUNCIL**
**EDUCATION COMMITTEE**
**NORTH WEST KENT COLLEGE OF TECHNOLOGY**
Department of Mechanical Technology
**A SENIOR LECTURER**

required from 1 May or a leading part in developing this newly created department. Enthusiasm and energy are essential together with appropriate industrial experience and ability to teach up to and including HNC.

The person appointed could have a flair for one of a number of specialisms but will have a degree relationship to these areas of modern developments.

London Weighting Area allowance. Assistance with relocation expenses may be payable in appropriate cases.

Further information and application forms can be obtained from the Principal, North West Kent College of Technology, Wilmington Road, Dartford, Kent DA1 2LU. Tel: Dartford 28411.

**MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION**
**DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING**
**SENIOR LECTURER IN INDUSTRIAL ENGINEERING**

Applications are invited for the above post which is available from 1 September 1982.

Applicants should be graduates and/or chartered engineers with experience of modern methods of theplanning and organisation of engineering manufacturing systems, especially concerned with the use of computers in the field of production engineering. Teaching experience would be an advantage.

Salary £9,684 - £11,352 (bar) - £12,141.

Further details and application form available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ to whom completed applications should be returned by Friday, 19th March 1982. Canvassing will debar. (03344) 220026

### LINCOLNSHIRE

**LINCOLN COLLEGE OF TECHNOLOGY**

A Lecturer I is required for General and Communication Studies from May 1982, or as soon as possible thereafter.

Salary: Lecturer Grade I; £8,034 - £8,625 p.a.

Application forms and further particulars are available from the Principal, Lincoln College of Technology, Lincoln LN6 7DT to whom applications should be returned within 14 days of the appearance of this advertisement. (415811) 220026

### LONDON W.C.1

**ARE YOU! CAN YOU?**
Friendly and cheerful? Deal with people? Knock, persuade and type VERY WELL (over 60 wpm)? Drive your own car (sometimes)? Neat and tidy? Then you could be our Personal Assistant.

WE REQUIRE an educated and sensible person with solid work background and aged over 24.

WORK INVOLVES: 1. Interviewing overseas students. 2. Dealing with enquiries and govt. bodies. 3. Directing, detailing and scrutinising work. 4. Working closely with Principal.

We offer training, three weeks holiday, salary negotiable according to age and experience, L.V.s, season ticket loan, pleasant working conditions in Bloomsbury.

Please write with full details to: The Principal, Central School of Speech and Drama, Embassy Theatre, Eton Avenue, London NW3 3HY.

### NEWCASTLE UPON TYNE

**CITY OF NEWCASTLE UPON TYNE**
**EDUCATION COMMITTEE**
**COLLEGE OF ARTS AND TECHNOLOGY**
**DEPARTMENT OF MECHANICAL ENGINEERING**
**LECTURER GRADE I**

Required for September 1982 to teach mainly Mechanical/Production Engineering subjects to Degree, HNC and diploma courses, mechanical craft courses, and part III level.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Rowlandson House, Stanhope Street, Ouseburn Road, Newcastle upon Tyne NE1 2BA to whom completed applications should be returned by Monday 15th March, 1982. (03259) 220026

### KENT

**COUNTY COUNCIL**
**EDUCATION COMMITTEE**
**NORTH WEST KENT COLLEGE OF TECHNOLOGY**
Department of Mechanical Technology
**A SENIOR LECTURER**

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The person appointed could have a flair for one of a number of specialisms but will have a degree relationship to these areas of modern developments.

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**DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING**
**SENIOR LECTURER IN INDUSTRIAL ENGINEERING**

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Salary £9,684 - £11,352 (bar) - £12,141.

Further details and application form available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ to whom completed applications should be returned by Friday, 19th March 1982. Canvassing will debar. (03344) 220026

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WORK INVOLVES: 1. Interviewing overseas students. 2. Dealing with enquiries and govt. bodies. 3. Directing, detailing and scrutinising work. 4. Working closely with Principal.

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Please write with full details to: The Principal, Central School of Speech and Drama, Embassy Theatre, Eton Avenue, London NW3 3HY.

### NEWCASTLE UPON TYNE

**CITY OF NEWCASTLE UPON TYNE**
**EDUCATION COMMITTEE**
**COLLEGE OF ARTS AND TECHNOLOGY**
**DEPARTMENT OF MECHANICAL ENGINEERING**
**LECTURER GRADE I**

Required for September 1982 to teach mainly Mechanical/Production Engineering subjects to Degree, HNC and diploma courses, mechanical craft courses, and part III level.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Rowlandson House, Stanhope Street, Ouseburn Road, Newcastle upon Tyne NE1 2BA to whom completed applications should be returned by Monday 15th March, 1982. (03259) 220026

### ISLE OF MAN

**BOARD OF EDUCATION**
**ISLE OF MAN COLLEGE OF FURTHER EDUCATION**
**DEPARTMENT OF ENGINEERING**

Required for September, 1982, Lecturer I in Engineering Subjects (electrical) leading to Part III Electrical subjects to T.E.C. A.M.I.E.E. diploma (Mechanical) leading to degree courses up to part III level and City and Guilds foundation courses.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March, 1982. (03259) 220026

### ISLE OF MAN

**COLLEGE OF FURTHER EDUCATION**
**DEPARTMENT OF GENERAL EDUCATION**

Required for September, 1982, a lecturer I in Psychology. Candidates should also be able to offer Mathematics to G.C.E Ordinary Level or Degree standard.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March, 1982. (02705

# THE SANDFORD ENGLISH COMMUNITY SCHOOL

## ADDIS ABABA, ETHIOPIA

1. This independent Multi-national School, established in 1948 and having as its prime function the provision of education for children of the many representative nationalities resident in Addis Ababa, requires teaching staff as detailed below for Session 1982/83.

The School has a student complement of some 720 between ages 4 and 18, in Infant, Junior and Senior Divisions. An English-based education is provided from the Infant stage onward and University of London G.C.E., as well as Local Examinations, are taken at Senior level.

2. Applications are invited from well qualified teachers with experience in the following fields, to commence duties with effect from 1 September, 1982.

## SENIOR DIVISION
## Heads of Department

Head of Science Department
Head of Physical Education Department
(P.E. combined with one or more other disciplines desirable)

## Teachers

Teacher of:
English – EFL experience essential.
Economics/History/Geography
Mathematics
Mathematics/Science
Science (Chemistry/Physics/Biology).

3. Initial contracts are for two years and these are renewable. Salaries are in the range of Eth.Blr 21,420–33,696 per annum according to experience; responsibility allowances of up to Eth.Blr 3,300 per annum may be paid to Heads of Department. The present (February 1982) rate of exchange is Eth.Blr 3.9 equals one (1) Pound Sterling. Free air transportation, with baggage allowance, from and to the United Kingdom at start and completion of contract, is provided and there is also a free rest and recuperation return air fare to Kenya in mid-contract. Accommodation, fully furnished is given as part of the emoluments. Free medical attention is available but dental treatment is the responsibility of the individual. Conditions could be particularly beneficial to teaching husband and wife teams.

4. Letters of application, with detailed curriculum vitae and names and addresses of two referees should be sent to the Headmaster, Sandford English Community School, P.O. Box 30056 MA, Addis Ababa, Ethiopia; all applications must be sent Air Mail with a blue air mail sticker affixed and should reach Addis Ababa not later than 1st March, 1982.

Interviews will be conducted by the Headmaster in UK in April, 1982.

# Educational Posts Overseas.

THE BRITISH COUNCIL

## BRAZIL

**Head of Mathematics Department**
**The British School**
**Rio de Janeiro**
**Reference: 82 B 29**

A co-educational day school with 500 mainly British pupils aged 3–16.
**The Job:** To teach mathematics SMP to pupils aged 10–16 years and to be responsible for the 'O' level administration.
**Qualifications:** Candidates, single male UK citizens preferably under 35, must be graduate teachers with 3 years' teaching experience in a recognised school. A knowledge of computer studies highly desirable.
**Salary:** (including overseas allowance) Cr$132,807 to Cr$153,238 per month (Cr$263.72 equals to £1).
**Benefits:** Return fares; medical scheme; employer's share of UK superannuation contribution.
**Contract:** 2 years renewable commencing August 1982.

## SAUDI ARABIA

**3 Married Teaching Couples**
**Saudi Arabian International School (British Section)**
**Riyadh**
**Reference: 82 A6–11**

A co-educational day school with 600 pupils, who are mostly British and all English speaking, aged 4–11 years. The school is housed in a large villa.

**The Job:** To teach general subjects at Infant/Primary levels and Specialists to teach English, Maths and Science to the Upper Juniors.
**Qualifications:** Candidates should have a Teacher's Certificate, BEd or PGCE and at least 3 years' experience. Preferred age range 25–55. Candidates must be married (to another candidate) and without children.
**Joint salary:** At least SR101,640–SR118,140 pa (£15,990–£18,575 @ £1 equals SR6.36). Tax free.
**Benefits:** Free furnished accommodation; 2 months' annual fare-paid leave. Car purchasing loan. Baggage allowance; terminal gratuity. Subscriptions to medical/dental clinic. 1 year contract, renewable.
**Starting date:** September 1982.

**One Married Teaching couple**
**Jeddah Preparatory School**
**Jeddah**
**Reference: 82 A 8**

A co-educational day school with 430 British and English speaking Dutch pupils aged 4–12 years. New "purpose built" premises with good educational and recreational facilities.
**The Job:** One to teach Junior/Middle School subjects, the other to be responsible for the Reception class.
**Qualifications:** Candidates should be British, Married (to another candidate) and without children. Preferred age range 25–35 with upper limit of 50 years. Candidates should have Teacher's Certificate or PGCE and at least 3 years' relevant experience.
**Joint Salary:** SR109,042–SR120,404 (£16,988–£18,931 @ £1 equals SR6.36). Tax free.
**Benefits:** Free furnished accommodation; electricity and local telephone calls. 2 months' annual fare paid leave; per purchasing loan. Baggage allowance; medical insurance allowances; terminal gratuity. 2-year contract, renewable.
**Starting date:** September 1982.

**For further details and an application form please write, quoting the post reference number, to: Overseas Educational Appointments Department, 90–91 Tottenham Court Road, London W1P 0DT.**

THE BRITISH COUNCIL

## YOUTH & COMMUNITY
continued

**SOUTH TYNESIDE**
BOROUGH OF SOUTH TYNESIDE
YOUTH AND COMMUNITY SERVICE
COMMUNITY EDUCATION WORKER
WEST PARK COMMUNITY CENTRE
South Shields

To be responsible for:-
a) Co-ordinating, administering and developing the activities of the west Park Community Association.
b) Identifying, initiating and expanding adult education opportunities forwards, groups, or individuals, with special needs.

Salary and conditions in accordance with JNC Report, Scale 3a (£6741 - £7578). Candidates must be qualified in accordance with the requirements of the Report of the JNC for Full-time Youth Workers and Community Centre Wardens.

Application forms and further details may be obtained from Chief Personnel and Management Services Officer, Weston Hall, Weston Lane, South Shields (Tel: South Shields 569101) and should be returned not later than noon on 15th March 1982. (49309) 440000

## Overseas Appointments

**CHRISTIAN TEACHERS**
Needed for Secondary Schools in Fiji and New Guinea. Challenging work. Volunteer terms.
– Volunteer Missionary Movement, Shenley Lane, Shenley, Herts. Aldenham 52601. (1699) 460000

**EUROPE**
TEACH IN EXCHANGE IN EUROPE
British teachers of Modern Languages currently employed in this country are invited to apply for a post-to-post exchange in Austria, Belgium, Federal Republic of Germany, France, Italy, Spain or USSR in the academic year 1982/3. Appointments are for one year, one term or half a term. A small number of exchange appointments are also available in Denmark.
Please write for further details to: Teacher Exchanges, Europe (Tel: 9-12), Overseas Bureau (for Educational Visits and Exchanges), Seymour House, Seymour Mews, London, W1H 9PE. Tel: 01-486 5101. (34984) 460000

**SPAIN**
Young graduates, experienced in TEFL, required for period 1st October 1982 to 30th June 1983.
Apply: La Casa Inglesa, Plaza del Marques de Salamanca 11, Madrid 6. (34784) 460000

**GERMANY**
TEACHER OF ELT
The Pitman School of English, Stuttgart, has an opening from 1st April or soon thereafter for a qualified teacher of ELT with enthusiasm and energy.
The School is part of the Pitman Group, and offers varied and interesting work for a competitive salary (including annual paid return passage for UK appointments).
Please write for full details and application form to: David Scarborough, Sir Isaac Pitman Limited, 4 Southampton Place, London WC1A 2BQ. (41349) 460000

**GREECE.** British Embassy Athens Athens (BAPA 1-p-2d Preparatory Day School) requires two assistant teachers of: 1. General Subjects – experience using English and History to G.C.E. standard. 2. Music Specialist – Glockenshuh and Recorder. Over 5 years. Applications by March 15th to Mrs. Penelope M. Catherine's British Embassy, Athens. (Greece (413585) 460000

**GREECE**
Experienced ELT teachers required as from July or October 1982.
Excellent Salaries.
Summer or Winter-term contracts.
Please write to: N.G. Stratigakis, Skolia 18, Kalamaria, St. Thessaloniki, Greece. (41557) 460000

**GREECE**
TEACHERS IN GREECE
Experienced E.F.L. teachers required from July or Sept. Applicants must possess a degree in English, and /or teacher-training qualification.
Posts available in Athens, mainland Greece and the islands.
For application forms please send S.A.E. quoting reference 1-T.E.S. to: Avalon Services 13, East Road, Kingston, Surrey KT2 6EJ. (29810) 460000

**OMAN**

## EFL TEACHERS

Airwork Limited has over 50 years' experience in providing technical support and training expertise to public and private organisations in the aeronautical and associated fields. We employ about 3000 people across the world. In Britain we have our own ARELS-member language school.

We have EFL Teacher vacancies in our Technical Training Institute near Muscat, where our teaching standards are reflected by the high quality of the educational hardware and software used.

Candidates must have a university degree or be teacher trained, have a DES teacher reference number and be prepared to teach relative beginners. A TEFL Diploma gained by completion of a year-long course is desirable, while candidates should have several years' experience of teaching EFL, including use of language laboratory equipment.

Benefits will include
* Attractive salary and bonus (standard tax exemptions apply)
* Free air passages
* Free bachelor accommodation with excellent catering
* Good UK leave entitlement (with paid passages)
* Free medical attention
* Free personal accident insurance.

If you want to work for a company that has already established a reputation and will enhance yours, please write to: Company Personnel Manager at the address below.

Airwork Limited — Bournemouth – Hurn Airport, Christchurch, Dorset BH23 6EW

**University of Petroleum and Minerals**
**Dhahran, Saudi Arabia**

**Requires**

# Library Systems Analyst/ Automation Manager

Performs functional analyses of all areas of library operations and management. Duties include analysis, policy formulation, and liaison with data processing centre for management of the integrated, on-line library information system. MLS or MS in information science, and experience with design and operation of on-line computer-supported library systems required. Experience with DOBIS/LIBIS software, AACR2, MARC Formats and/or knowledge of Arabic desirable.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, conditioned and furnished housing provided. Free air transportation to and from Dhahran each year. Attractive educational assistance grants for school-age dependent children. All earned income without Saudi taxes. Ten and half months duty each year with 45 days vacation with full pay plus other fringe benefits as per policy.

Apply with complete resume on academic, professional and personal data, list of references, and with other copies of certificates, diplomas and degrees including home and office address and telephone number to:

**Dean of Faculty and Personnel Affairs, University of Petroleum and Minerals, Post Box 144, Dhahran International Airport, Dhahran, Saudi Arabia.**

## REPUBLIC OF SINGAPORE

# TEACHERS OF ENGLISH IN SECONDARY SCHOOLS

Singapore is a multi-racial, multi-lingual society with four official languages – Malay, Chinese, Tamil and English. In recent years, however, English has assumed an increasing importance as the language of administration, commerce and industry and as the major language of instruction throughout the education system.

Almost all students now study English as their first language and their mother tongue as a second language. The increasing emphasis on the importance of English has led to increasing demands for English teaching resources.

In 1980, therefore, the Ministry of Education, through its Teacher Recruitment Unit in London, embarked on a long-term recruitment programme to appoint large numbers of well qualified, experienced, native-speaking English Teachers to the education service.

There are, to date, over 100 British teachers teaching English in Singapore secondary schools many of whom are teaching at sixth form level. Although opportunities of teaching at this level will exist, there is a greater need for teachers to teach students in the Secondary One to Secondary Four range (12–16 years) who will eventually sit for the Singapore-Cambridge GCE 'O' level examinations. Applications are invited from qualified teachers with honours degrees (or equivalent qualifications) in English or the Humanities, who have successfully taught English in British Secondary schools up to GCE 'O' level standard. Preference will be given to candidates with Honours degrees in English, who have more than three years' relevant experience. Interviews are scheduled to be held in London in late April 1982 and successful applicants will take up their appointments at the beginning of the academic year in January 1983.

Teachers appointed to the Singapore education service will have the opportunity of working with highly motivated students, who live in a society which has a high regard for education and which places a premium on academic success. They will also have the opportunity of living in a rapidly developing modern city but one which still retains the traditional life-styles and cultures of its peoples.

The basic terms of service include the following:
- Renewable 2 year contracts offering the prospect of long term service.
- Basic salaries ranging from £6,800–£14,445 p.a.
- Additional housing allowance according to marital status.
- Children's education allowance where applicable.
- Tax free superannuation benefits amounting to 20.8% of total salary inclusive of allowances.
- Medical benefits.
- Baggage allowance.
- Free passage for home leave after each 2 year contract.
- Interest free settling-in loan.

For application forms and an information booklet, please write to:

**TEACHER RECRUITMENT UNIT, SINGAPORE HIGH COMMISSION**
**5 CHESHAM STREET, LONDON SW1**
**Tel: 01-235 5376 (Jackie)**

Completed application forms should be returned by 19 March 1982.



**OVERSEAS**
continued

**GREECE**
TASIS HELLENIC SCHOOL
Tasis Estate, Kifissia, Athens
Tel: 8081460
Required for September 1982 A teacher of GCE 'O' level English Language and Literature) with a degree and 3 years experience to work in an international school running British and American Curriculum. It would be considered suitable if the teacher also had a degree of classical background. Applications should be sent to: John Skidmore, Head of Tasis Programmes, at the above address with details of qualifications and experience, the positions and grades applied for, dates available and names, addresses and phone numbers of referees. Interviews will take place early March/early April in London. (33566) 460000

**KENYA**
Why not make a worthwhile contribution to a Commonwealth country for 2 years? Primary teachers required for September 1982 for qualified graduate teachers to take English, Physics, Chemistry, Maths, Biology, Home Economics and Music up to 'O' level in government schools.
Teachers with Christian values and concern (UK resident) and Spanish write with full details please to: CHRISTIAN BROTHERS, 33 Notting Hill Gate, London, W11P 3QQ. (30174) 460000

**KENYA**
ST. ANDREW'S SCHOOL
Turi, Kenya
(Co-educational I.A.P.S boarding school of 330 children aged 6 – 13). Required for September 1982 SPECIALIST for FRENCH. Married or single able to help with Boys' games. Also a JUNIOR FORM TEACHER. Applicants must be committed to a school with a strong Christian tradition. Free accommodation and paid leave. School salary scales. Applications, c.v.'s, addresses and telephone numbers of at least two referees, to: The Headmaster, Pine Cottage, Milford Road, Farnham, Surrey. (Tel: 0252 26031). (34934) 460000

**KUWAIT**
NEW ENGLISH SCHOOL
KUWAIT SPECIALISTS REQUIRED FOR INFANT EMPLOYMENT (4th YEAR).
7½ YEARS). 375 ON ROLL.
One graded post required September 1st 1982 renewable. Tax free salary in region of £9000 to £10,000 (to be raised according to qualifications and experience). Generous gratuity. Rent free furnished accommodation. Economy class return air passage. Interviews in UK March, 22nd to 31st. For further information and application forms please send brief curriculum to the Director, New English School, P.O. Box 6136, Hawalli, Kuwait. Application forms will be sent to self addressed (not stamped) foolscap envelope. (48901) 460000

**KUWAIT**
AL NOURI ENGLISH SCHOOL
INFANT TEACHER
(single/female)
for the academic year, commencing September 1982. Applicants must have at least three years teaching experience in an Infant Department, with a diploma from a British College of Education.
Terms of Contract: One year renewable contract beginning September 1st 1982.
Salary: Tax free salary scale of £5,300 to £7,500 at current exchange rate according to experience and qualifications.
Benefits: Free accommodation shared with one other girls. Free gas, electricity and water. Subscription to join local Sports/Social Club. Setting in allowance of £925 annually. Annual economy class return air fare to home in U.K. plus one additional monthly excursion fare to U.K. Gratuity on completion of service.
Apply with curriculum vitae, photograph and testimonials from previous employers to: The Headmistress, Al-Nouri English School, P.O. Box 3109, Ahmadi, Kuwait, Arabia. Interviews in U.K. 8th – 23rd April. (32176) 460000

**KUWAIT**
GULF ENGLISH SCHOOL
Head Teacher required for the primary dept. of this expanding English medium school. Present n.o.r. 650 including K.G., Infant and Junior.
Applicants should be in the age range 35/45 with approx. five years experience as Head or Deputy Head.
Contract two years renewable) commencing 1st Sept 1982. Tax free salary. Free furnished air-conditioned apartment baggage allowance and return airfare. Also required for secondary department teacher of art/craft able to offer additional subjects.
Applications (or forms) with full c.v. and recent photograph to: Director c/o 28 Ormiston Road, Greenwich London S.E.10. (41420) 460000

**LAS PALMAS**
Required September 1982: Specialist Infant Teacher: General Science teacher.
Curriculum vitae, references and photo to: The Secretary, Canterbury School, Juan Negrin No. 43, Las Palmas, Gran Canaria. as this wish to contact a British School master with a view for exchange holidays in the summer to please advertise in the appropriate section. (41428) 460000

**SPAIN**
SALE/PARTNERSHIP
Well established English Language School in provincial capital centre Spain – investment and joy opportunity. Box Tes34978, The Times, WC1X 8EZ. (29854) 460000

**LEBANON**
BRUMMANA HIGH SCHOOL
Brummana is a Quaker-founded co-educational school of about 700 pupils between 3 and 19 years, most of whom work for the Lebanese Baccalaureate, but there is a G.C.E. stream for a smaller number. There are about 30 boarders.
Three qualified and enthusiastic teachers are required:
1. Teacher of Art to organise and develop the teaching of art to all standards, to 'O' level standard. Teacher of woodwork to develop the subject up to 'O' level standard. Teacher of English and French to teach at all levels of the lower secondary school; and English to the G.C.E. stream in years 4 and above.
Salary dependent upon qualifications and experience. Plus a cola allowance to Beirut. Two year contract, possibly renewable. Applications from Quakers or those sympathetic with the Society of Friends particularly welcomed.
Further information and forms available from Stephen Ramsaurthy Friends House, Euston Road, London NW1 2BJ. (32268) 460000

**MEXICO**
EL COLEGIO BRITANICO
Independent co-educational day school, Apt. 480, Nursery to Form VI (4-18 students) For September 1982 Music (piano) to Secondary Form III (13) Chemistry, Physics to Form VI (16-18) Physics to O Level. Interest in rugby essential.
Curriculum Vitae and photograph to Headmaster: Campestre No. 3a San Angel Inn. Mexico 20 DF. (29307) 460000

**SINGAPORE**
COMPUTER/TEFL POSTS IN SINGAPORE:
1. LECTURERS IN COMPUTER SCIENCE.
2. HEAD OF ENGLISH FOR SPECIFIC PURPOSES.
3. HEAD OF ENGLISH FOR SPECIFIC PURPOSES.
4. HEAD OF TEACHER TRAINING in TEFL/TESL TEACHERS.
Minimum requirements: Post 1: 5 years experience in Systems Analysis/Training. Posts 2 – 4: MA Linguistics; 5 years TEFL experience.
Post 3: Full RSA: 2 years experience.
Apply in writing with full c.v. to: K. EARL, NUFFIELD OVERSEAS SERVICES LTD., 9th floor, World Trade Centre, 1 Maritime Square, Singapore 0409. (32358) 460000

**SPAIN**
Applications are invited for the following positions for September in a school for English-speaking pupils. Minimum contract 2 years, with views will be held in London at Easter, or early May.
1. CHEMISTRY Teacher to prepare pupils for O and A levels of the GCE.
2. GEOGRAPHY Teacher to prepare pupils for O and A levels of the GCE.
3. JUNIOR SCHOOL Teacher, 27 year old.
All applicants should be suitably qualified and have at least two years' teaching experience.
Applications, with photograph, telephone number, names of two references and full details of background and experience to: Headmaster, Kensington School, Carretera de Esplugas, 86 bis, (Pedralbes), Barcelona 34, Spain. (33971) 460000

**VENEZUELA**
Experienced EFL Teacher urgently required for British Council Institute in Ciudad Guyana, Venezuela, for Sept. commence payable.
Applications, full c.v. with photo to: The Director, Education, International House, 106 Piccadilly, London W1V 9FL. (43016) 460000

**VENEZUELA**
Experienced EFL Teacher urgently required for British Council Institute in Ciudad Guyana, Venezuela. Car. Sept. commence payable.
Applications, full c.v. with photo to: The Director, Education, International House, 106 Piccadilly, London W1V 9FL. (43016) 460000

The British School in the Netherlands, Apeldoorn, has Senior School vacancies age display advertisement under "Independent Schools" page 63 (32263) 460000

**ZIMBABWE**

ZIMBABWE'S new rural secondary schools need teachers of agricultural, building and other vocational skills, natural & physical sciences and numerate. The schools teach formal academic subjects and the skills needed to develop the schools and their communities. Applicants should be qualified teachers or graduates in a relevant, teaching subject, with teaching experience.

All CIR's overseas workers receive full contribution, plus 2-year contribution include basic salaries related to local increments, allowance, return air-fares and other allowances.

Write to CIR Overseas with full details of your experience at 28 Colegrave Fields London N1 6HT. Quote ref: TES/3. (41407) 460000

ITALIAN IN VENICE. Please see Main ad. under Education/Courses. (32195) 460000

LANGUAGE SCHOOL with Summer Schools in Jersey and England requires Teachers as Agents abroad. Outstanding Commission paid.
Further information from: TC, BOX 151, Jersey, Channel Islands. (34085) 460000

## Administration Local Education Authority

**BIRMINGHAM**
CITY OF BIRMINGHAM

BIRMINGHAM EDUCATION DEPARTMENT
ADULT EDUCATION – YOUTH AND COMMUNITY SERVICE

COMMUNITY DEVELOPMENT OFFICER (SPANISH) – INSTITUTE OF ADULT EDUCATION
Special scale £6238 – £10,875

To assist the Institute Principal in one of the priority areas designated by the Inner City Partnership, particularly in supporting voluntary organisations involved in youth and community work. Immediate interviews will be held in London at Easter or early May.
The appointment is temporary, being funded under the Partnership programme to 31st March, 1984.

Candidates, male/female, may obtain application forms (returnable by 15th March 1982) and further details (enclose a stamped addressed envelope and quote ref no.) from: Adult Education, Youth & Community Branch, Education Department, Margaret Street, Birmingham B3 3BU (personnel will disqualify). (43244) 460000

**HERTFORDSHIRE**
COUNTY COUNCIL
ASSISTANT DIVISIONAL EDUCATION OFFICER – East Hertfordshire
Applications are invited from graduates with good experience of teaching. Car. Commence payable.
Applications, full c.v. with photo to: The Director, Education, International House, 106 Piccadilly, London W1V 9FL. (43016) 460000

The British School in the Netherlands, Apeldoorn, has Senior School vacancies age display advertisement under "Independent Schools" page 63 (32263) 460000

## TEACHERS OF ENGLISH
# SAUDI ARABIA
Annual salaries from
**£15,000 - £18,000** after tax

The largest oil and gas producing company in the world has currently a 5 years on-going Industrial Training programme that requires the local employees to qualify in the English language.

Male applicants with a Degree need to have 4 years classroom experience which includes teaching English as a Foreign language.

The indefinite term contract provides a career and rewards for a hard challenging job. A worthwhile paid leave period is taken annually, fares being paid to point of origin and the company provides free medical care and a wide range of recreation and leisure activities.

*Applicants must have a UK Driving Licence.*

Write today for an application form or ring Harrogate (0423) 69961 and contact Mr. E.A. Bennett. A seminar and interviews for selected candidates will be held in London.

PMC INTERNATIONAL RECRUITMENT
Dept TES 27/2, 5-7 East Parade, Harrogate, North Yorkshire HG1 5LF or P.O. Box 23, 10-12 Hounslow Gardens, Hounslow, Middlesex TW3 2LA.

*The Professional Approach to your Career*

# TEACHERS EARN A HIGH TAX-FREE SALARY IN SAUDI ARABIA

We have an urgent requirement for experienced teachers to work in an established training centre located on the East coast of Saudi Arabia. They will be required to teach English language to Saudi Arabian employees.

Applications are invited from graduates, or from teachers already experienced in teaching English as a second language. In either case, a minimum of five years previous teaching experience is required.

We offer free bachelor status accommodation and messing on a one year contract, with two intermediate leave periods.

Please write giving full career and personal details to:

Mr C. Pyne
Personnel Department
George Wimpey ME&C Ltd.
Flyover House
Great West Road
Brentford
Middx. TW8 9AR.
Tel: 01-560 3100.

WIMPEY ME&C

## ÉCOLE INTERNATIONALE DE GENÈVE / INTERNATIONAL SCHOOL OF GENEVA

The largest and oldest International school in Europe serving the needs of the international community of Geneva. Three units situated on five campuses with 2,600 students representing 80 nationalities. The two languages of instruction are English and French. Commencing September 1982, the school seeks well qualified candidates committed to International Education, with at least three years experience for the following posts:

**A. EARLY CHILDHOOD AND PRIMARY CLASSES**
A1: 4–7 year olds
A2: 10–12 year olds
Complete mastery of the English language and specific training and experience with the relevant age group required. Ability to teach music, drama, physical education, science, as well as basic skills, would be an advantage. For the older age group experience in middle schools and/or computer education is desirable.

**B. SECONDARY CLASSES**
B1. English with experience of promoting student publications an advantage
B2. Science/Mathematics at middle school level
These posts require excellent facility in the English language.
B3. Biology – excellent facility in French language required
B4. Physical Education – male and female, facility in both French and English required, A grade or special responsibility will be attached to one of these posts.

Secondary school posts involve teaching to University entrance levels, including the International Baccalaureate. Strong extra-curricular, pastoral care interests and fluency in more than one language are an advantage. Minimum salary 43,660 Swiss francs.

For official application form write or call immediately to:
The Recruitment Office
International School of Geneva
62 Route de Chêne, 1208 Geneva, Switzerland
Tel: (022) 86.71.30
Closing date for completed application March 30th, 1982.

## ZAMBIA INSURANCE BUSINESS COLLEGE

The College was established in September 1980, to serve the needs of the Zambian insurance industry and to provide courses for insurance staff in other parts of Independent Africa. It is expanding rapidly and is already widely recognised as an important institution in its field.
Applications are invited for the following posts in the Department of Business Studies which is responsible for a four-month full-time Diploma in Insurance Management course and for day-release courses in insurance and accountancy, including the Diploma in Insurance Studies which provides certain exemptions from the CII examinations. Short courses in insurance, accountancy and related areas are also held.

### HEAD OF BUSINESS STUDIES

The person appointed will be responsible to the Director for all aspects of the Department's work and will undertake a moderate amount of teaching. Heads of department are also expected to assist in the general development of the College. Applicants should have substantial insurance experience and should either be able to teach Property and Transportation Insurance subjects and, preferably, law or should be life assurance specialists who are also able to teach elementary non-life subjects. Previous teaching or training experience is highly desirable and a relevant professional qualification is essential.

### LECTURER IN BUSINESS STUDIES

Applicants must be professionally qualified and should be able to teach a range of non-marine subjects and preferably another business subject such as law, economics or statistics. Previous teaching or training experience will be an advantage but is not essential.

Remuneration
The total remuneration package (including car and accommodation) will be worth in excess of £11,500 per annum after tax. In addition a 25% gratuity of total gross salary is payable at the end of a three year contract. Passages will be provided to and from Zambia and in addition there are generous fringe benefits which include overseas leave.
Applicants should send full curriculum vitae to the Director, Zambia Insurance Business College, 100 Leman Street, London E1 8HG to arrive not later than the 31st March 1982.

# Regional Director of Child Care – Scotland

## Salary PO1/PO2 + car

Save the Children Fund is looking for a Regional Director to manage and develop the work in Scotland. They will be based in Edinburgh and will be responsible for negotiations and liaison with the local and central Government Authorities and other voluntary organisations in Scotland.

The post offers the opportunity of developing new ways of meeting children's needs and of linking the work of staff and volunteers.

The Regional Director will be part of the senior management team which has corporate responsibility for Save the Children's work throughout the UK.

Applicants should be professionally qualified with senior management experience. They should have a sufficiently flexible and creative outlook to withstand the stress of working in a rapidly changing organisation.

Informal discussions with Miss Rachael Jenkins, Director of Child Care. Tel: 01-582 1414.

Application form and Job Description from the Regional Director for Scotland, Save the Children Fund, 49, North Castle Street, Edinburgh, Scotland. Tel: 031-225 6683.

Closing date for applications: 16th March 1982.

Save the Children

# ASSISTANT EDUCATION OFFICERS

These newly created major appointments, within an outer London Borough bordering Kent, arise from a reorganisation in the Education Department.

## Assistant Education Officer (Secondary)
## £13,173–£14,367

This post has been established in the Schools Department in response to the Education Act 1980.

The post holder will report directly to the Chief Education Officer for Schools and have responsibility for the administration of secondary education and the implementation of policy.

The post offers a stimulating opportunity to a person with imagination and drive. Candidates should be graduates with good teaching and local government experience.

For an informal discussion with the current Head of the Schools Department telephone Stanley Goodchild on 01-303 7777 Ext. 501.

## Assistant Education Officer (Other Further Education)
## £12,594–£13,782

This post is within the Further Education Department.

The successful candidate will be responsible, under the Chief Further Education Officer, for the direction and control of the Careers and Youth Services. The duties will include developing structured opportunities for young people (whether in employment, full-time education or unemployed) to prepare themselves for adult life.

The appointment will offer a stimulating challenge to a person of initiative and imagination. Candidates should possess appropriate qualifications together with good professional and managerial experience in a relevant field of local education authority administration.

For an information discussion telephone John Carman (Further Education Adviser) on 01-303 7777 Ext. 588.

Application forms and further details for both these jobs from the Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN. (Tel: 01-303 7777 Ext. 842/843). Closing date 19.3.82.

**Bexley** London Borough

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County of Cleveland

EDUCATION DEPARTMENT

## Assistant Education Officer
### SPECIAL EDUCATION – £12,690–£13,884

Applications are invited from good honours graduates of a British University with appropriate teaching and administrative experience for the above post. The successful applicant will be directly responsible to the Senior Assistant Education Officer for Primary and Special Education and the duties will be mainly concerned with the provision of special education throughout the County.

## Youth and Community Tutor
### Egglescliffe Community College Association
### Egglescliffe School – £8,612–£9,432

Applications are invited for this post in a well established Youth and Community Association which has full use of extensive school facilities including Sports Hall, Gymnasium and outside playing area. A coffee bar facility is also incorporated.

Applicants should be qualified teachers with experience in the operation of Youth Youth and Community Centres. An interest in outdoor pursuits and/or the Duke of Edinburgh's Award Scheme (which flourishes within the school) would be an advantage.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the County Area.

Application forms and further details for these posts are available from The County Education Officer, Education Offices, Woodland Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 15th March, 1982.

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EDUCATION DEPARTMENT

## SENIOR ASSISTANT EDUCATION OFFICER

(Finance, Development and Administration)

### £14,919 × £312 (3) to £15,855 p.a.

Applications are invited for this key third tier post in the Education Department, which becomes vacant on the external promotion of the existing post holder, with effect from 1st April, 1982.

The original advertisement for this post appeared as Senior Assistant Education Officer – Special. This was an error and the post is as advertised above.

Further particulars and forms of application are available from the Chief Executive, Town Hall, Wakefield, to whom completed forms should be returned by 10 March, 1982.

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

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ADMINISTRATION LEA

continued

HAMPSHIRE

SENIOR ADMINISTRATIVE ASSISTANT

Salary £7311 - £8735

Required in the staffing section of the Southampton Area Education Office to undertake responsibility for the work of the section, including inevitably the administration of the personnel function for some 5,000 staff, both teaching and non-teaching, salary and work appointments and the production of weekly/fortnightly payrolls via the county computer. The post demands previous experience of staffing, Administration, a working knowledge of the Burnham report and staff leadership skill. Removal and expenditure expenses are payable in appropriate cases.

Further details and application forms available from Area Education Officer, Area Office, Towers North, Portland Terrace, Southampton, SO9 4XE. Closing date 26th March, CE.10.115. (Personable by 11th March. (41419) 480000

WARWICKSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT CAREERS SERVICE

CAREERS OFFICERS FOR GLOBE LEAVERS

2 posts - one in the North of the County and one in the Central/Southern area

A.P. 5 (£7,371 - £7,875 per annum)

Applications are invited from suitably qualified candidates for the above posts.

Candidates should preferably be graduates, have had experience in the Careers Service and be professionally qualified.

Candidates must be car drivers and the County Council operates a loan scheme for car purchase. A starting in salary of up to £2000 may be payable in approved circumstances and assistance with housing for a short time is a possibility.

Further particulars and application forms may be obtained from the County Education Officer (Ref: Careers Service), 22 Northgate Street, Warwick, CV34 4SR, telephone Warwick 493431, extension 3075, to whom these should be returned within fifteen days of the appearance of this advertisement. (35284) 480000

## Administration General

CORNWALL

TRURO HIGH SCHOOL (G.S.A. & G.B.G.S.A.) Ex-Direct Grant School 540 Day and Boarding Girls Aged 11-18

Applications are invited for the post of Bursar. Experience in accountancy, maintenance or buildings and personnel management will be necessary together with a sympathetic understanding of the aims of this Church of England Independent School.

Salary in accordance with qualifications and experience.

Full details and application form from: Canon Peter E. Tidmarsh, Executive Governor, Truro High School, Falmouth Road, Truro, Cornwall TR1 2HU. (35283) 500000

CORNWALL

TRURO HIGH SCHOOL (G.S.A. & G.B.G.S.A.) Ex-Direct Grant School 540 Day and Boarding Girls Aged 11-18

Applications are invited for the post of BURSAR.

Experience in accountancy, maintenance of buildings and personnel management will be necessary together with a sympathetic understanding of the aims of the Church of England Independent School.

Salary in accordance with qualifications and experience.

Full details and application form from: Canon Peter E. Tidmarsh, Executive Governor, Truro High School, Falmouth Road, Truro, Cornwall TR1 2HU. (35283) 550000

LIVERPOOL

Y.M.C.A. (Inc)

GENERAL SECRETARY

Applications are invited from Communicant Christians for this senior post. The successful applicant will be required to oversee administrative management and operational skills in the provision of full time staff, with inward vision and Community work.

Salary will be N.J.C. A.C.T. Scale Grade 2.

Details and application form from - The Chairman, Y.M.C.A., 56-60 Mount Pleasant, Liverpool L3 5SD. (35241)

LONDON

THE BRITISH SKI FEDERATION 118 Eaton Square, London

1. Administrator to control British Ski Federation Championships etc. Age 25-35. Salary £8,000 p.a.

2. North Staffing Racing Secretary. S.Type and Staffing experience. Age 25-30. Salary £8,000 p.a.

C.V. details to British Ski Federation. (35319) Stirling

## Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts:

CHIEF EXAMINER for GRAPHIC COMMUNICATION (GSE) & ADVANCED LEVEL Papers 2, 3/01 and 4/01, for the 1983 examination.

CHIEF EXAMINER for ENGINEERING WORKSHOP THEORY AND PRACTICE (GSE) at ORDINARY LEVEL, Paper 2 for the 1984 examination.

MODERATOR for BUILDING CONSTRUCTION (AEB) at ADVANCED LEVEL, Papers 1 and 2 for the 1984 examination.

MODERATOR for BUILDING (GSE) at ORDINARY LEVEL for the 1984 examination.

Applicants for all the above posts must have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and should have examining experience at the appropriate level.

Further information and application forms may be obtained from The Secretary General (AS), The Associated Examining Board, Wellington House, Aldershot, Hampshire, GU11 1BQ, to whom completed forms should be returned within fifteen days of the appearance of this advertisement. (34944) 600000

## Ancillary Services

SURREY

SENIOR HOUSEMISTRESS

Excellent independent hostel for girls aged 11 to 18 years requires a senior non-teaching housemistress to undertake the general running of the residential facility for up to 80 boarders. Previous relevant experience in domestic management, the ability to prepare menus, supervise staff, maintain full board and lodging and some flexibility in domestic duties essential.

Salary in accordance with qualifications and experience. Full board and lodging provided.

Please write in confidence with full personal details and references to the Principal, Tudor House School, Pyrford, Woking GU18 5LX. (34685) 440000

## Miscellaneous

POWYS

COUNTY COUNCIL EDUCATION DEPARTMENT PERIPATETIC TEACHER OF WOODWIND (South Powys Area)

required for 1st September, 1982, or such other date as may be agreed between a suitably qualified Peripatetic Teacher of WOODWIND (South Powys Area). Scale 1 (Ref 436)

Application forms and further particulars obtainable from the Director of Education (e.s.a. Trufleces Please) Powys County Hall, Llandrindod Wells, Powys, to whom completed forms should be returned by 15th March 1982. (34337) 660000

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*Education*

# Educational Psychologist

## £7596–£12810
## (Soulbury 6–22)

To work in South Bedfordshire and to be based in Luton

Candidates should have an Honours Degree in Psychology (or equivalent), at least two years teaching experience, and have completed approved postgraduate training. Essential car user allowance, car loan scheme, approved removal expenses paid.

This is a re-advertisement and previous applicants need not be considered and do not need to complete a new application form

Application forms and further details obtainable from Chief Education Officer, County Hall, Bedford, or telephone 63222 Ext 348.

Closing date 15th March 1982.

Bedfordshire COUNTY COUNCIL

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## Services Resettlement Centre

# Lecturer Industry and Commerce

## Catterick, Yorks

The Centre provides a wide range of courses designed to assist those who are shortly to leave the Services and enter civilian life.

This post in the Business, Management and Public Services Studies Department will involve acting as course tutor, providing teaching input, and lecturing, in subjects in the areas of purchasing and supply, administrative and supervisory management, and costing. Duties will also include arranging examinations, maintaining contacts with industry and commerce, and providing resettlement and job finding and career development.

Candidates must have a relevant degree or professional qualification (eg in accountancy or management studies) preferably a teaching qualification. They must also have experience in teaching adult students; relevant industrial or commercial experience; and a sound knowledge of purchasing and supply.

Starting salary within the range £7660–£12200 according to qualifications and experience. Accommodation may be available.

For full details and an application form (to be returned by 8th March 1982) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). *Please quote ref: G/1712.*

Ministry of Defence

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**Social Services Department**

Applications are invited for the following vacancy at Kelsey Community Home with Education and Assessment for girls and boys aged 14 to 18 years.

# *RESIDENTIAL CARE OFFICER*

**Post D.1055**

**Grade 1/3 £4484–£6333 rising to £6696 if suitably qualified**

The post offers an exciting opportunity to qualified persons or those seeking a new career, to join a recently formed team responsible for co-ordinating domiciliary, day and residential assessments in co-operation with their field social work colleagues. The successful applicant will also be expected to participate in the implementation of a variety of organisational projects. Closing date for applications – Wednesday 17th March 1982.

The establishment is situated in the village of Thornton, five miles from the small town of Eyre, and 1½ miles from the A12 (Ipswich/Norwich Road). There is easy rail access to London from Stowmarket.

Single accommodation is available for this vacancy.

**Informal visits are welcome and interested persons are invited to telephone the Principal, Mr. B. N. George, on Occold (037 971) 611.**

**Further details and application forms (large S.A.E. please) are available from the Director of Social Services, Rope Walk, Ipswich, Suffolk, IP4 1LH.**

**Suffolk County Council**

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# Science Adviser

## £12,540–£13,650 p.a.

To be responsible for promoting the development of science teaching within the County from the 1st April, 1982.

Salary in accordance with the above Soulbury Subject Advisers Range (H.T.8).

Further details and an application form may be obtained on receipt of a stamped addressed envelope from the Secretary for Education, Room 207, County Hall, Truro, TR1 3BA. Closing date for the receipt of applications 12th March, 1982. Please quote ref. no. 124A when replying.

Cornwall

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MISCELLANEOUS

continued

ISLE OF MAN

BOARD OF EDUCATION

PERIPATETIC

INSTRUMENTAL SERVICE

Required for September 1982

Peripatetic Teacher of Woodwind Instruments. Applications are invited from suitably qualified and experienced teachers for the above post on Scale 3 or scale 1 for qualified teachers. The duties will include teaching of full range of orchestral woodwind instruments in Douglas, together with Youth Orchestra and Music Centre duties.

Driving Licence is essential and car mileage allowance is payable.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Assistant Director of Education, Education Department, Government Offices, Bucks Road, Douglas, Isle of Man to whom completed forms should be returned by Monday 15th March 1982. (29604) 660000

A SALES CAREER with Sun Life Assurance Company offering outstanding opportunities for a rewarding future combining security and independence. Full training, unlimited potential. Salary £6,000 to £10,000 first year. Apply to Mr. R.J. Colley, Sun Life House, 3/4 Hookstone St. London SW1Y 6QA. (30804) 660000

Local representative required to organise courses in Italy for French and Spanish students. Ongoing English lessons in Chelsea/Fulham area. Please write giving details of yourself to: Mrs L. Durr, OSFB, 1 Selwood Terrace, Keith, Parkinson Road, Banbury, Oxon OX16 9AE. Tel: 0705 852885. (29598) 660000

LONDON

TRAINEE AREA MANAGERS

to visit educational establishments in Southern England.

The job is interesting and rewarding and involves not only visiting schools, but also making presentations of products to groups of teachers. The hours are long, evenings and weekends will sometimes need to be worked, and you will be required to drive long distances and stay away from home.

The ideal candidate will be an English specialist based in central Southern England although teachers from other disciplines will be considered. He will be conversant with the UK secondary school curriculum. Aged 25-35. No previous selling experience is required as full training will be given.

The rewards, company cars, competitive salary plus normal benefits and a good holiday allowance. Guaranteed job satisfaction and the opportunity to work for a first-class company.

Please reply with full c.v. and 2 references to: Angela McCarthy, Personnel Officer, Mary Glasgow Publications Ltd., 140 Kensington Church Street, London, W8 4BN. (29610) 660000

SURREY

PADDOCK WOOD SUMMER CAMP

Girls' Boarding school set in beautiful countryside 30 miles from London requires residential staff for its Summer School from 4th July to 13th August. Ability to teach English or Handicrafts essential (Would suit students). Full board and lodging and generous off duty time.

Apply: The Headmistress, Paddock Wood Finishing School, Lichfield, Surrey. GU18 5UX. (32141) 660000

## Outdoor Education

BUCKINGHAMSHIRE

Outdoor pursuit instructors needed from February/March on 6 month contracts at residential Centres in S. Wales. Experience in outdoor activities and working with young people preferable. Interviews January.

Apply in writing with full details to: Minerva Outdoor Ventures, Crown House, 15 London Road, High Wycombe, Bucks. (33258) 680000

CUMBRIA

INSTRUCTOR

A one year post is available immediately. Applicants should be experienced mountaineers/rock climbers/canoeists with high personal standards and holding appropriate National qualifications.

If you built recently qualified teachers seeking first appointment.

Further details and application form from YMCA NATIONAL CENTRE Lakeside, Ulverston, Cumbria Tel: 0448 (Newby Bridge) 31758 (33355). 680000

DEVON

SKERN LODGE OUTDOOR CENTRES

Late Booking Bargains Certain Weeks

Small centres with a tremendous range of exciting adventure activities. Your own programme planned for your specific needs. Homely atmosphere, good food & qualified staff.

Telephone (02378) 5963 or write to: Martin & Cherry Robinson, Skern Lodge, Oldyreli, Appledore, North Devon. (28385) 680000

LONDON

COURTLANDS CENTRE

Kingsbridge, S. Devon

School Journeys, Field Courses, Outdoor Pursuits, Coastal and Dartmoor comfortable comprehensive facilities, good food, licensed bar. Free preview weekends. Dept. TES. Tel. (054855)2827. (26738) 680000

MINERVA Outdoor Ventures, experts in Outdoor education for the young, invite you to bring a school party to our farmhouse Centre in the Brecon Beacons, South Wales. We specialise in Adventure Weeks and Field Study courses, individually designed to suit your own specific requirement. Canoeing, pony trekking, climbing, archery, caving and much more in small groups and absolute safety. We are very experienced and pride ourselves on our caring supervision. Ideal for age groups 8 - 18. ILEA approved. Your first trip? Don't worry. We take all the problems off you. Business our specialty - details from Minerva Outdoor Ventures, Crown House, 15 London Road, High Wycombe, Bucks. Tel (0494) 443393. (28758) 680000

U.S.A.

OUTDOOR PURSUITS TEACHING - USA

SUNCAMP is looking for hundreds of enthusiastic outdoor co-ed specialists, age 19-30, to work at American children's summer camps for 8 - 9 emphasising but rewarding weeks from June. Free flight, board, lodging, $350 salary. Flexible holiday at end.

Contact Jim Edwards, SUNCAMP, 78 Barnes St., London W10 5AE. 01-637 1628 (24hrs) ESPECIALLY NEEDED. (32303) 680000

# English as a Foreign Language

DUDLEY

METROPOLITAN BOROUGH

DUDLEY LANGUAGE CENTRE

The Industrial Language Training Sector of the above Centre is part of a national scheme which sets to provide practical advice and assistance to multi-racial companies and organisations to offer specialised training for employees, trade unionists and other workers, especially ethnic minorities in the area of effective cross cultural communication.

The person appointed will go on to either Senior or Lecturer II (£6489 - £10431 scale, according on previous experience and background.

If you have experience of teaching English as a second language to adults, or you feel you have a background of other experience which would enable you to do this kind of work, please send a postcard for further particulars to: DUDLEY LANGUAGE CENTRE, Coppice Centre, Quarry Bank, Dudley, West Midlands. (35387) 700500

EFL SUMMER COURSES

VACATIONAL STUDIES require teacher with position of responsibility and organisational experience in a boarding school as Manager of 4-week residential Courses for 14 students aged 13 - 18 at noted private school near Newbury, July/August. Accommodation, substantial fee etc.

Details from: The Director, Vacational Studies, Copse Oak, Tydehams Newbury, Berkshire RG14 7HT. (35811) 700000

EFL SUMMER COURSES

VACATIONAL STUDIES require for their 4-week residential Courses for students aged 13 - 18:

(i) Qualified experienced EFL teachers also willing to assist with sporting/social activities.

(ii) Sports teacher for post of Sports/Social Organiser.

Details from: The Director, Vacational Studies, Copse Oak, Tydehams Newbury, Berkshire RG14 7HT. (35473) 700000

ITALY

Experienced and qualified native tongue teachers of E.S.L. required for language courses in Italy for the academic year 82/83 write with C.V. and photo to: C.E.S. British School, Via Vittorio Emanuele, 1 80058 MONZA - ITALY. Interviews: end of March in London. (35384) 700000

ITALY

T.E.S. Teacher

Minimum 3 years experience with knowledge of Italian required to accept 2 year contract from 1st Sept. 1982 - send photo and C.V. express to Britis School, San Remo, Italy. (25366) 700000

LANGUAGE SCHOOL with Summer Schools in Jersey and England requires good EFL teachers for its Summer Holiday Courses. Vacancies also exist in London. For further information write to: The Principal, Channel Islands School of English, 15 Grosvenor Gardens, London SW1W 0BD. (35382) 700000

LONDON Cambridge School of English (CSE Recognised) requires a full-time and part-time teacher with special responsibility for teaching proficiency, in addition to general English courses. Experience of business English an advantage. Minimum two years' TEFL experience and a high standard of TEFL qualification essential. Salary on scale £5,382 - £6,606. Applications to write only with C.V. and phone number to: The Principal, Cambridge School of English, 5 Regent Street, London, SW1Y 4LR. Applicants not contacted by 15th March are free to consider their applications unsuccessful. (35383) 700000

LONDON

Qualified EFL teachers required, experienced with teenagers for residential language courses, summer school: Dorset, 18th July - 7th August. Accommodation provided.

Please write with CV to English Language Enterprises Ltd., 17 Frognal, London NW3. (34244) 700000

NOTTINGHAMSHIRE

COUNTY COUNCIL

EATON HALL INTERNATIONAL

Train to teach English

As a Foreign Language

For teachers or graduates with TEFL experience: 24-week intensive teacher training course leading to Trinity College Licentiate Diploma (TESOL). This course takes a typical form consisting of 20-weeks distance learning followed by a 4-week high-intensive residential module.

Also 10-week course (6 weeks distance learning followed by 4-week residential module) leading to the Preliminary Certificate in Teaching English as a Foreign Language - validated by Trinity College, London.

For full details and 1982 dates for both courses please write to: The Registrar, Nor Cot, Eaton Hall International, Retford, Nottinghamshire, Tel: Retford. (32264) 700000

TURKEY

Qualified E.F.L. Teachers wanted for Executive Adult Language School. Outstanding Salary and Conditions.

For further details please apply with curriculum vitae to Aygen Paradeans, 1440 AVALON Sok. 9/7 IZMIR TURKEY. (32265) 700500

Qualified E.F.L. teachers required for Easter and Summer vacation courses. Mainly teenage students, maximum number in class 15. We need enterprising, energetic teachers to maintain our high standards of English language courses in Oxford, Aylesbury, Slough, Windsor, Chesham, Hockley (Essex), Mitcham, Newcastle and Wimbledon. No accommodation provided.

Please apply to: Summer Tours, 352 Kilburn High Road, London NW6 2QJ. Tel: 01-328 5396 Miles Laws. (35368) 700000

# Appointments Wanted

EX MERCHANT SEAMAN. 20 years boilerroom experience plus, seeks employment utilising experiences. Has mechanical inclination. Other previous experience: 3 years Army, Royal Signals Fencer, Supervisor - industrial Cleaning (Ambulances). Age 42. Ref. No. 156. Write Box No. 4308, The Times WC1X 8EZ. (35305) 750000

Classics Graduate, 53, seeks prep school post September. Offers Classics, Scripture, Maths. 22 years experience in resident post including headmastership. (32158) 740000

# Education Courses

ACTING COURSES one-week £38 week-end £18. Cheep-snow Theatre, Kendal, March until August. Reg. (0539) 21401. (32083) 760000

ESSEX

UNIVERSITY OF ESSEX

DEPARTMENT OF LANGUAGE AND LINGUISTICS

CERTIFICATE IN THE TEACHING OF ENGLISH FOR SPECIFIC PURPOSES

19 April - 26 June 1982

This one-term course, leading to a Certificate of the University, is intended primarily for teachers of EFL who have interest or experience in ESP. The course design, materials evaluation and testing. There is also opportunity for participants to carry out practical work.

Details and application forms from the Secretary (CTESP), Department of Language and Linguistics, University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ. Tel: (0206) 862286 Ext. 3151. (35307) 760000

ESSEX

UNIVERSITY OF ESSEX

PRACTICAL TECHNIQUES AND DEVELOPMENTS IN BIOLOGY FOR A'LEVEL TEACHERS

A residential course for teachers to be held at the University of Essex from 26th - 30th July 1982.

Further details from: Liaison Officer, University of Essex, Wivenhoe Park, Colchester CO4 3SQ. (28037) 760000

EUROCENTRES

## SUMMER TEACHING VACANCIES IN ENGLISH AS A FOREIGN LANGUAGE

We are looking for teachers for our Summer Holiday Courses for the following periods:

| | | | |
|---|---|---|---|
| 21st June | to | 10th July |
| 12th July | to | 7th August |
| 9th August | to | 4th September |
| 6th September | to | 25th September |

We are looking for graduates and/or certificated teachers with T.E.F.L. qualifications and experience.

If you are interested in working with a well-established, forward-looking Organisation please write for further details, stating periods available and enclosing Curriculum Vitae, to:

D. Ferris, Principal, Eurocentre, 26 Dean Park Road, Bournemouth BH1 1HZ, Dorset.

If you do not receive a reply to your application within 3 weeks please assume that it has not been successful.

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Foundation for European Language & Educational Centres

## EUROCENTRES

wish to appoint suitably qualified

## TEACHERS OF ENGLISH as a FOREIGN LANGUAGE

in their schools in

LONDON (LEE GREEN) 21 Meadowcourt Rd., SE3 9EU.

BRIGHTON (Davies's School of English), Hintingdon House, 20 North Street, Brighton BN1 1EB.

BOURNEMOUTH, 26 Dean Park Rd., Bournemouth BH1 1HZ.

The appointments will be from 19th April, 1982, and will be permanent-contract posts subject to three months' probation.

Applicants must be graduates with recent experience of TEFL to adults and preferably a formal TEFL qualification. They must be able and willing to contribute to the programme of special studies in the fields of either COMMERCIAL or TECHNICAL English.

No consideration will be given to applicants who do not fulfil the above requirements.

Write for further details and application form to the Principal at one of the school addresses above.

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# RESEARCHER

We require a Researcher in our Department of Educational and Religious Broadcasting, based in Birmingham

Mostly, the work involves searching for people, places and visual material for use in programmes, but there will also be opportunities for helping to develop programme ideas. We are looking for somebody with a demonstrable commitment to religious broadcasting who would also be interested in assisting with schools and/or adult education as opportunity offered, and who has the relevant experience and the imagination to make a creative contribution to our output.

The successful applicant, who is likely to be under 30, will have a good degree, practical experience of playing a creative role in religious broadcasting or religious journalism and/or good teaching experience together with experience of educational broadcasting.

The salary will be according to ACTT rates plus local supplements.

Please write with full details to:
The Recruitment Officer,
Central Independent Television plc.,
Elstree Television Studios, P.O. Box 78,
Boreham Wood, Herts WD6 1JF.

CENTRAL

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# Director of Training

## Air Traffic Services

### Central London — circa £20k

The Civil Aviation Authority (CAA) is seeking to appoint a Director of Training, Air Traffic Services who will be responsible to the Controller, National Air Traffic Services for the overall direction and management of specialist training for CAA air traffic control, telecommunications engineering and technical staff. The post will be based in Central London. The successful applicant is likely to be a graduate aged up to 50, with recognised qualifications and experience in education and teaching. He/she should be expert in educational technology and experienced in the use of sophisticated training aids including simulators. Experience of training in a field related to applied engineering especially if this involved electronics, air traffic control or aviation would be an advantage. Broad experience in the management of training and education, including responsibility for the preperation and administration of budgets, is important.

Salary in the region of £20,000 is subject to negotiation. Benefits include an excellent pension scheme and an interest-free season ticket loan.

*Applicants should send a curriculum vitae, including details of educational background, qualifications, experience and current salary to:*

CAA

*Mr. J. P. Ettridge, Civil Aviation Authority, Personnel (General) 1A, Room T1112, CAA House, 45-59 Kingsway, London WC2B 6TE. Telephone: 01-379 7311 ext. 2557 or 2402.*

## EDUCATION COURSES
continued

### ESSEX
**UNIVERSITY OF ESSEX**

**DEPARTMENT OF ART HISTORY AND THEORY**

**TEACHING ART HISTORY IN SECONDARY SCHOOLS**

A Conference for teachers in which different procedures for studying Art and Design History at A-level will be debated in lectures and seminars conducted by the staff of the Department.

April 16th - April 18th. 1982.

Details from: Mrs. Noreen Proudman, Liaison Officer, University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ. Tel: 0206-862286 Ext. 2375. (3305/6) 760000

### LEEDS
**THE UNIVERSITY OF LEEDS**

**DEPARTMENT OF SOCIOLOGY**

Applications are invited from persons unable to follow a full-time course for admission to a two-year PART-TIME M.A. COURSE IN SOCIOLOGY. The course begins in October 1982 and is provided through evening lectures and tutorials. Candidates require a good first degree, normally in Sociology, though a degree in a closely related subject may prove acceptable.

Further details may be obtained from the Graduate Administrative Secretary, Department of Sociology, The University of Leeds, Leeds LS2 9JT, to whom applications should be made. (3285/6) 760000

Research/marketing EFL courses Latin markets. Univ. degree Spanish, French/Portuguese. RSA and/or applied linguistics. Peterson Language Services Ltd., 84 Parkside Avenue, Bromley, Kent. (3286/4) 760000

Scottish Potter offers residential courses in Raku, Handbuilding and throwing. Interesting rural area other craftworkers and Art Centre. Day trips. Caravans available. Excellent food and accommodation. Area Sgin. Loch Carmoise. Perth, Caithness. Tel. Lyth 330. (7413/7) 760000

ITALIAN IN VENICE. 3 weeks language course plus instruction in Italian cookery. July/Aug. Fee Lit. 250.000. Please write The Study Centre, S. Marco, 2847/a, Venice. Tel: 86612. (3284/4) 760000


**SECURE YOUR FUTURE CONVERT TO MATHEMATICS TEACHING**

**One year full-time**

Weather the DES restraints scheme to newly qualified (but employed) teachers (mandatory grants), or to experienced teachers.

Special training awards may be available for other applicants.

**SUPPLEMENTARY COURSES (PART-TIME) IN SECONDARY MATHEMATICS: DES COURSE P. 32**

This course provides an opportunity for teachers wishing to specialise in the teaching of Mathematics at Secondary level, to study the subject on a part-time basis. The modular structure of the course allows teachers to attend for one morning, one afternoon, one evening, or any combination of these each week.

**DIPLOMA IN MATHEMATICAL EDUCATION**

Two year Part-time course for Teachers in Infant, Junior, First and Middle Schools.

This is a national Diploma, validated by the Mathematical Association, concerning the teaching of mathematics to children from 5-13 years.

Its purpose is to equip suitable and interested teachers to make a strong personal contribution to the teaching of mathematics within their own schools. It is particularly appropriate for those who hold, or hope to hold, positions of responsibility for mathematics in first and middle schools. This award carried a Burnham increase.

For further details please contact The Academic Registrar (Admissions 6632).

**WEST LONDON INSTITUTE OF HIGHER EDUCATION**

Gordon House, 300 St. Margaret's Road, Twickenham TW1 1PT. Tel: (01)- 891 0121 (24hr. Answering Service).



**THE UNIVERSITY OF MANCHESTER**

*Department of Adult and Higher Education*

**Degree of Master in Education**

Full-time or part-time courses by examination and dissertation (Method 1) are offered which are of special interest to teachers and administrators in Higher Education and Teacher Education.

**M.Ed.1 Higher Education**

Designed for teachers and academic administrators in Colleges of Higher Education, Polytechnics, Universities and other similar institutions. Taught courses include Curriculum Development in Higher Education; the Societal Context of Higher Education, plus one special study option.

**M.Ed.1 Teacher Education**

Areas of study include: policy and provision for the education and training of teachers in Britain and overseas, justification of such policy, methods of training used to prepare trainees for teaching in schools, colleges and training institutions.

*For further information please write to*

The Secretary
Department of Adult and Higher Education
The University of Manchester
Oxford Road, Manchester M13 9PL


## T.E.F.L. COURSES
Linguarama Ltd. will be holding two courses in the Teaching of English as a Foreign Language at Eliot College, University of Kent starting on Sunday, 28th March and Saturday, 3rd April, 1982, respectively.

The courses are residential and candidates should possess a University Degree or a Teaching Certificate (or similar qualification).

The courses will be conducted by Direct Method exports. The cost will be £118 + VAT which includes instruction, teaching manuals, a private room and all meals as well as the use of the recreational facilities.

Similar courses to those at the University of Kent will be held at Linguarama's centre in Birmingham in March, April, July and August.

For further information please write to Linguarama Ltd., T.E.F.L. Department, Silvergrown House, Warnford, Southampton. SO3 1LH, enclosing a large, stamped, addressed envelope. (2361/2) 760000

## Personal Announcements

**100** per cent. 95 per cent mortgages to £42,000, repayments at 13 per cent. Immediate bank loans £500 to £5,000 with security. Hometown, 9 Alexandra Road, London N8. Tel: 01-889 3244. (00011) 800000

**100% MORTGAGES** Top-ups, re-mortgages immediately available. Northern Counties Insurance Agency, Freepost, Penrith, Cumbria. Tel: 0768 63111. (24 hour service). (3600/4) 800000

**AGENCY** requires TUTORS throughout ENGLAND and SOUTH WALES. Teachers of MATHEMATICS, ENGLISH, READING, PHYSICS, CHEMISTRY, FRENCH and GERMAN are required immediately for well-paid, part-time opening and/or weekend work in private tutors throughout England and S.Wales. Pse. write, stating name and address to Mary Morgan, PERSONNEL TUTORS (Dept T.S.), 45 Parkland Road, Oadby, Leics. Tel: 0533 Chas. 5KS 4QA. (34645) 800000

**WRITE** and sell Children's Stories. Mail tuition. Sales assistance. Free booklet Children Festures, (TES), 57 & 58 Barkley Square, Salford, Manchester M3 6DR. (32491) 800000

Costume Studio: 265 Evershott St., Euston NW1 Tel: No: 388 4481-1163 Costume Hire including G. & S. Classics. (2287/9) 800000

## BIRMINGHAM
**EXTERNAL DEGREES SEMINAR**
by John Bear PhD

probably America's leading expert on external university degrees. The Honors seminar on 30 March will be conducted in London by Dr. Bear, on "HOW TO EARN AN AMERICAN, CANADIAN OR SOUTH AFRICAN UNIVERSITY DEGREE WITHOUT EVER LEAVING ENGLAND." It is possible to earn degrees at all levels totally by mail - no residential means.

Send for/send s.a.e. for full details to: Degree Consultations (Ref:TES), 113 Delmar House, 34 Peradise St., Birmingham B1 2BJ. (02674) 800000

**CHILDREN'S CAMPS** (Under Canvas) seek new staff voluntary work, two weeks summer months. Mixed camps age 6½ to 17½yrs. Non-Authoritarian Reg. Charity Contact Forest School Camps c/o Sheila Oors, 32 Casselden Road, London W.9. (3358) 800000

**DISCOVER SCOTTISH** Highlands and Islands Freedom Buy Travelpass '82, the ticket to help you explore the mountains, lochs, forests, quiet crofts and castles. Go by most train, bus, postbus and ferry routes. Go as far as you like, as often as you like. Go in brilliant spring. March, April £47 for 8 days, £66 for 12, May, June £53 for 8 days, £85 for 15. Also ferries travel between Glasgow and Edinburgh and the Highlands and Islands. Free leaflet, map, order form - Highlands and Islands Travel, 23-24 Main Street, Golspie, Scotland. Write now for the travel bargain of '82. Scotland's for me. (3315) 800000

**EXCHANGE POSITIONS** available for teachers of English in Ontario, Canada, for one year commencing September 1982. For details please write to E.E.C.t., Seymour Mews House, 26-27 Seymour Mews, London W1H 9PE. (32561) 800000

**FRENCH EXCHANGE** Married French English Teacher wishes to exchange post and accommodation for 1 year with English Teacher. Location o Central Paris. Details c/o Lambrecht, 89 Rue De Grenelle, Paris 7th. Tel: 544 49 28. (34093) 800000

**HOLIDAYS AND PERSONAL LOANS** from £50 arranged without security or guarantors. Campell & Robinson Ltd. 107 Newman Street, London, W1 5SW. Write, phone or call for written terms. Telephone ! 01-839 8955. (00174) 800000

**IMMEDIATE ADVANCES**
£100 to £50,000
Written terms on request
Security Trust Ltd., 31 Dover Street, Piccadilly, London W1X 3RA. Phone 01-629 9761. (00012) 800000

**JOB HUNTING?** Seeking promotion? Practical guidance on all aspects. Develop your own curriculum vitae (with sample cvs) application-forms and letters; interview preparation and studies (likely questions); Resumes/CVs value £5-£15 each. Send £3.50, £4.75 or £6.50 to The Times W.C1V 7HJ. (2615/7) 800000

**MORTGAGES** 'Top-Ups' remortgages, secured and unsecured loans for teachers - Martin Hancock Ltd., Incorporated Mortgage Brokers, Prospect, London NW4 1LL. Tel 01-202 7276 (24 hour answering). (0015/6) 800000

**SCHOOL OF HYPNOSIS & ADVANCED PSYCHOTHERAPY.** Next Diploma Tuition Course begins May (Weekends) London. Details (prog.BAE) Hypnosis, BHAP, 28 Finsbury Pk. Rd. London N.4. (32381) 800000

**T-SHIRT** and S.S. printed for your school, College, Club. Details from the Sussex T-Shirt Co., River Rose, Ashington, West Sussex RH17 5RZ. Telephone 0403 7288. (3349) 800000

**TAPESTRY WEAVING.** Single bed sitting room with full board and tuition for ladies in pleasant border town. For details Mrs. Binnie, 19 Miller St., Inverurie, Aberdeenshire. (3268) 800000

**THE AMERICAN CHILD** is NOT A MONSTER! Find out by spending next summer as a camp counsellor in an American summer camp teaching sports, arts or crafts. FREE return flight, FREE board, pocket money and 8 weeks free time. Write NOW to CAMP AMERICA Dept TS 19-21 Queen Gate, London SW7 5PR. (3292/4) 800000

**WHAT CAN I TEACH?** DO EXCEPT TEACH! Choosing a Teacher's Career Guide available from Gibbs Publishing, 5 Castle Street, Cambridge. £1.95 + 30p p&p. (3344/6) 800000

## For Sale and Wanted

**ABANDON** your mortgage search now! Interest free bridging. Bryan Brooks Bureau, 01-437 9481. (3/589) 800000

**CARPETS** and Carpet Tiles at almost trade prices! Most makes. Free delivery. Colour cards. Carpet Warehouse, Green Farm, Formby, Nr. Liverpool. Tel: 07048 72828 (3/145) 800000

**COUNTRY MANSION** (Midlands) in parkland of 40 acres with Cedar Boarding Day School or 500 pupils. Freehold. Lease. Offers over £400,000 may consider (9) Kent, Redgendie/School of some 40/50 students. Offers from £250,000. (2) Yorkshire, Residential School, 100 students. Offers over £250,000. (3) Yorkshire, Residential School, 100 students. Offers over £250,000. Apply Sole Agents: Fleurets, 3 Cork Street, London W1X 1HA. Tel: 01-734 8181. (3/1) 800000

## STAGE BLOCKS
Lightweight, versatile, our special design made to your size requirements or standard sizes. Use for staging, drama rooms, dance, choirs, instrumentalists etc. Details from:

**Blocks Educational Equipment**
Glebe House,
Ticknall, Derbyshire
Tel: Melbourne 2978.

## BIORHYTHMICS
An understanding of Biorhythms can help you to teach more effectively. For a confidential, computer analysis of your biorhythms, send full birthdate and remittance for £5 to:

Biodata
P.O. Box 316
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